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Teaching procedures for word analysis skills are described and followed by sample games and activities. The skills are listed in the following sequence: sight words, phonics (initial consonants, medial and final consonants, blends, digraphs, short vowel sounds, syllabication related to short vowel position, short vowel compound words, long vowel sounds, applying vowel principles, diphthongs), structural analysis (prefixes, recognition of suffices, endings, syllabication), and synonyms, antonyms, and homonyms. Suggestions for developing comprehension and interpretation skills and abilities are noted. Listings of commercial aids and teacher references are included after each skill section. (CM)

Suggested Activities for Developing and Reinforcing Word Analysis Skills in the Reading Program

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by
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INTRODUCTION

Successful reading must be recognized as one of the most pertinent factors for achieving in school and everyday living. To be successful the pupil must be able to interpret the printed page accurately and with meaning.

In order to help the student overcome his difficulties, it is necessary to begin at his own level of learning. This may mean starting several grade levels below his school grade.

A student progresses more rapidly when he experiences a sense of satisfaction of achieving rather than continuous failure.

Each student must be encouraged to reach his potential capacity. To develop this goal, the teacher should make the work so stimulating that motivation is intrinsic as well as extrinsic. In reading instruction, no one method is prescribed. Techniques may be as complex and varied as are the many causes of reading problems. Any method or technique that proves successful and satisfactory may be applied. Also any method or technique can fail if it is improperly presented and inadequately motivated. Materials and equipment that hold the pupil's interest should be used in the reading program.

Whether reading training is given at the elementary or secondary level, the specific purposes should be the same:

1. To diagnose the cause of the reading problem
2. To provide correction and preventive methods for the student
3. To develop confidence in pupils
4. To reinforce skills in the mechanics of reading
5. To acquire a good fund of sight words
6. To find the level of instruction for each pupil
7. To develop the ability to apply different techniques in unlocking unfamiliar words
8. To develop the ability to comprehend the printed pages
9. To provide sufficient motivation, thus improving reading attitudes
10. To develop good oral and silent reading habits

The best teaching practices are the best remedial practices. The basis for success is understanding, patience, optimism, and skill. The pupil who has been insufficiently motivated, or for some reason missed some of the early reading skills, must not be left to the fate of failure. His weaknesses must be diagnosed and help given to correct them.

Remember that comprehension of ideas is the goal of reading. Word attack skills must never be an end in themselves. They must assist the larger goal. If they affect understanding and fluency in reading they are over stressed. Never have the pupil feel that you are just teaching sound of letters and rule learning. These have a place. They are tools to be used in making a better reader.

Provisions for individual differences in reading ability are included in the remedial reading program. Remedial instruction is simply using techniques and materials that are geared to the child's needs.

One of the most important aspects of any reading program is to find out first where the child is, and how difficult a book the child can read. Is he reading material on his instructional level, or is he "holding" a book at his frustration level?

Determining Reading Level Skills

The most important and difficult aspect of a reading program is to find the child's reading level and level of word analysis skills. How can a teacher determine these levels?

The diagnostic analysis of reading skills may be made through standardized tests, reading surveys, workbook exercises, observation of pupil performance during reading lessons, and Informal Reading Inventories.

The Informal Reading Inventory tests the pupils at various levels of difficulty. The Instructional Level is that level at which a student can perform satisfactorily under the guidance of the teacher. (The student recognizes at least 95% of the running words in a story, and can comprehend at least 75% of the material read. The word recognition errors should not total more than five words per hundred.) The Independent Level is that level at which the pupil can perform adequately without assistance. His reading should be fluent with no more than two word recognition errors per hundred words, and very good comprehension recall. The Frustration Level is that level at which the child's reading skills are very poor, and comprehension breaks down. This may be indicated by regression, squinting, fidgeting, hesitancy, and a decline in comprehension to below 75% of the material read.

There are several methods of determining the proper level of a pupil's achievement in reading. One is the "Class Survey Method" in which the teacher uses a basal reader, asking the pupils to read sentences with each pupil taking a turn, until everyone has read three or four sentences each. This serves as a quick screen in disclosing mastery of the mechanics of reading.

A quick test on comprehension may be given for initial screening by choosing a selection of about 2 or 3 pages near the beginning of a basal reader. Have pupils read silently, and at the end of the silent reading have the pupils answer questions that have been prepared. Pupils should write the answers on paper that has been provided by the teacher. Answers should be brief. Pupils who fail to answer 75% correctly are likely to have difficulty in understanding the book.

Using book samples is preferred, especially when the class is not too large, and the teacher can work it into her program.

The teacher starts with a well graded series of readers, starting with the very easy reader for the child, and goes up through the series one book at a time until a frustration level is reached.

A starting place should be marked off by the teacher using fifty word selections for pre-primer, one hundred words at primer level and first reader levels and two hundred word selections above second reader level.

When pupils are able to read above the third grade level, they should be tested in both oral and silent reading.

In evaluating oral reading the teacher should check the following: mispronounced words, repetition, omissions, words aided, insertions, and poor phrasing.

After the pupils' instructional reading level has been determined, plan for appropriate grouping.

When the range of ability in classes is wide, it is necessary to devise reading groups, primarily on the basis of reading grade levels.

The simplest form of grouping is dividing the class into two groups: those who can read at normal grade level, and those who cannot. Abilities will determine the size of the groups.

The two-group plan is probably the most effective for a teacher who is new in the techniques of group instruction. As he becomes familiar with the pupils and their needs he can increase the groups, and even intersperse some individualized reading. This should not supplement the basal reading program, but take the form of independent reading.

Sometimes two groups will not suffice. Even three groups are not enough in some situations because of the complexities of special needs.

Material:

To provide for the varying reading levels, and special needs, a well rounded reading program should include the following:

1. Children's magazines and picture magazines
2. Reference books
3. Reading games and aids
4. Several sets of basal readers,appropriate for pupils using them, ranging from low to a different level
5. Classroom library
6. Teacher devised material to fit special needs
7. Workbooks to accompany basal readers
8. Workbooks that provide additional practice in reading skills
9. Programmed readers for individualized self-check reading

In most group plans at least two different levels of reading material are required, one on normal difficulty level, and one for below normal difficulty level.

RESUME OF SUMMER READING PROGRAM

Formal and informal methods of appraisal were used in the Reading Center this summer to determine the most comfortable level at which the pupil could profit with the help of the teacher.

The purposes of this program were:

1. To diagnose and identify pupils needs and provide a program of activities and materials which would adequately meet these needs
2. To extend the use of phonetic and structural analysis in the recognition of new word forms
3. To include material and exercises to help the child recognize key words at sight, to use visual discrimination and auditory perception, and to apply phonetic and structural analysis in unlocking new words
4. To stimulate interest and enjoyment for reading
5. To develop the ability to comprehend and organize what is read

A brief resume of the problems and procedures that follow is an attempt to give the teacher an overview of the program and to establish guidelines that might be helpful for follow-up activities.

The common problems encountered were:

1. Limited auditory and visual discrimination with long and short vowel sounds
2. Lack of ability in auditory blending and visual synthesis
3. Inability to relate vowel concepts in syllabication skills
4. Faulty word identification and recognition
5. Failure of pupils to recognize words containing vowel digraphs and final e endings and to apply the vowel principles in attacking unfamiliar words
6. Inability to recognize letter units (phonograms) which make word sounds; to make a complete word by selecting the correct initial letter or letters.
7. Lack of ability to discriminate vowel teams in a word and be able to apply specific principles which aid in word analysis; and inadequate knowledge of the effect of the final e on a vowel sound in a word or syllable.
8. Deficiencies in recognizing letter combinations that look alike but may sound differently (ow-ow, ou-ou, oo-oo), and letter teams that look different, but may sound alike (au-aw, ou-ow, oy-oi)

Procedures and Activities:

It was discovered that most of the pupils were deficient in auditory discrimination. They failed to hear sounds, so the first objective was to guide those pupils to listen carefully, and to discriminate.

Practice in auditory discrimination was utilized by having the pupils listen for specific sounds as the teacher pronounced the words. Following this procedure, the pupils were asked to reproduce the words as they were placed in a pocket chart, with emphasis on a specific skill.

Visual discrimination was stimulated by having pupils say the word, look at the word, and write it. To develop a functional situation short sentences that contained words involving certain skills were dictated for pupils to write.

The skilltext workbook provided a wealth of exercises to reinforce previously learned skills.

The Ginn Word Study Chart was very helpful in increasing efficiency in auditory and visual discrimination, and applying principles in vowel concepts and syllabication.

Various games were used to maintain skills. These games served as motivating factors, and at the same time presented a learning situation. Pupils thought of learning as fun.

Some of the activities may be summarized as follows:

1. Review of short vowel sounds, using the Vowel Lotto Game, and the Webster Word Wheel
2. Practice with mixed vowel words, having the pupils give sounds they heard in each word
3. Use of Skill Builders for practice exercises, and finding related words in the story
4. Review of principles of long and short vowel sounds
5. Syllabication skills, emphasizing position of vowel in each syllable, determining the sound
6. Supplying missing vowels in words
7. Vowel teams and magic e vowel principles were introduced and developed with the use of the Ginn Word Study Chart, the Ideal Vowel Cards, and the pegboard (a pocket chart may be used for the same purpose)
8. Development of visual discrimination through the use of the Instructor Basic Phonics Cards with pictures (Digraphs)
    a. Pupils pronounced the words, and listened for the one vowel sound
    b. Pupils indicated long vowel sound with a macron and crossed out the silent vowel
    c. Exceptions in vowels were discovered by pupils
9. Vowel principles were discussed, and applied in functional situations (Discouraged learning of long complex vowel rules) Encourage pupils to understand principles, and be able to apply them
10. Established the fact that letter teams au-aw, ou-ow, oy-oi look different but may sound alike
    a. Pupils listened to the word, and repeated it after the teacher (listening for similarity of sound)
    b. Words were placed on the board and pupils observed visual differences

11. Auditory and visual discrimination exercises were done in the same manner with words that look alike but sound different (ow-ow, ou-ou, oo-oo)
12. Pupils classified words with similiar sound under the correct key word on the chart

The following materials were used to establish the preceding skills, and to transfer knowledge to real life situation.

Material:

Skill Builders
Reader's Digest
Basic Goals in Reading
Eye and Ear Fun Practice Books
Ginn Word Study Chart
Working with Sound, Series C
Jet Plane Skilltext
Time for Phonics
First Course in Phonics
Phonics We Use
Conquests in Reading
Word Analysis Skills
Webster Practice Reading Cards

Aids:

Phonics Word Wheel
Vowel Lotto
Doghouse Game
Dolch Sight Words
Dolch's Popper Words
Owen's Phonics Cards
First Phonic Slide Rule
The Flash-X Viewer and Sight Word Cards
Tachisto-flasher
Filmstrip machine
Phrase films

The exercises and drill that were used to enhance and reinforce the skills were not used in isolation. Drill in isolation becomes meaningless, and ineffective. Drills should be used as tools by which the pupil can utilize them in opening doors to optimum reading.

Keeping in mind the need for a well balanced reading program, guided reading was used as well as word analysis skills. Pupils were placed at their instructional level, and grouped according to their capacity to achieve. A basic reading program was followed by maintaining the following procedure: (1) Building a background of the story to be read (2) Presenting the vocabulary (3) Developing a purpose (4) Silent and oral reading (5) Comprehension exercise (6) Follow-up activities.

When serious reading problems occur in the intermediate grades, the teacher feels that she should go back to the beginning skills, but isn't quite sure that she knows how. It is necessary that teachers recognize the fact that some older children will still need some of the basic skills taught in the elementary grades. The sooner this is discovered, the earlier corrective procedure can begin and the problem corrected. The following pages will contain suggestions for remedial activities that might prove helpful in working with some of the more common reading problems.

Motivation:

One cannot overstress the importance of motivation in learning. There has to be intrinsic motivation. Some pupils are eager to learn, and the task of the teacher isn't quite as trying. We find pupils who are not anxious to learn. These become our most frequent problems. The teacher should use all of her resources in trying to encourage the child to read what she has to offer. This is one of the criteria of a good reading program.

The teacher may use the following ways to motivate pupils:

1. Exhibit a love of reading by her feelings for books (reference to books, caring for books, displaying interesting books in the reading center, etc.)
2. Read to children at their enjoyment level to arouse curiosity about books
3. Read poetry -- read it to pupils, read it together, and stimulate them to write creatively
4. Encourage children to create stories from pictures, or a caption that has been placed on the chalkboard
5. Organize a "Let's Find Out" club, and group pupils according to interests

With the preceding resume of needs, techniques, and activities used with pupils in a remedial situation, it is anticipated that the skills will be reinforced.

The suggested activities and procedures to follow have been designed to motivate and encourage pupil participation through seeing, listening, thought stimulation and functional application of skills.

SUGGESTED READING ACTIVITIES

Sight Words

The fundamental goal or reading instruction is to increase the student's power to comprehend and interpret the written words.

Before a pupil can comprehend, he must have an effective and versatile technique in word attack skills, and must possess an adequate fund of sight words.

The term, sight words, is used to denote those words that children learn to recognize by sight without the aid of any of the other identification techniques, such as phonics, structural analysis, context clue, picture clue, etc.

The child accomplishes his first recognition of sight words through the use of various cues and clues, configuration, letter details and meaning clues.

Some effective ways of establishing sight word recognition is by (1) using words in sentences that tie in with some vicarious experience of the pupils, (2) using a variety of meaningful games, (3) making a chalkboard dictionary, (4) labeling pictures, (5) preparing individual word booklets, (6) using key sentences dictated by the children themselves, and (7) making experience charts.

Purpose:

To develop the ability to recognize words quickly and accurately.

Procedure:

1. The word may be introduced by the teacher in a spoken sentence or story, and if the word is unfamiliar, the sentence can be written on the board, and the word can be underlined.
2. The word may be framed with the hands, as the children use the "look and say" technique.
3. The words may be written in phrases, or word cards rearranged to form new sentences.
4. This may be followed by workbook exercises in which the word is to be matched with a picture, and written into an incomplete sentence.
5. Another procedure is to introduce the word with a picture.
6. Pupils may use picture dictionaries.
7. Pupils may construct their own dictionaries, drawing their illustrations, or cutting pictures from magazines.
8. Flash cards may be used to build sentences, to test new words after they have been taught, and to develop speed of recognition after the words are known.
9. Pupils who have very poor visual imagery, may require the kinesthetic approach (tracing) or the visual-motor in which he says the word as he writes it.

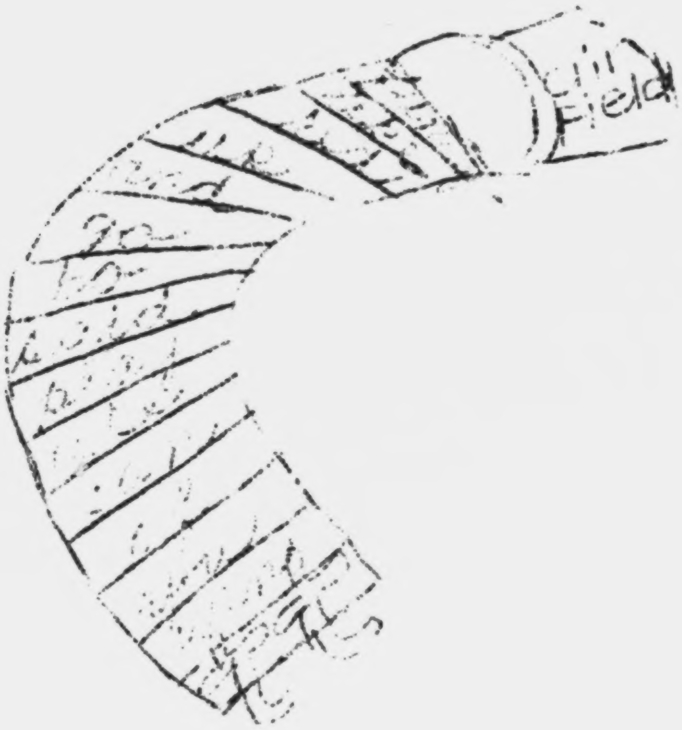
Related Activities:

1. Draw a line under the right word.

   a. Mother put milk and water in a (pot), (pole), (pool)
   b. Mary is going to make some (soup), (sap), (sweet)
   c. John carried the pot to the (stop), (stick), (stove)

2. Airplane

Draw a spiral path on a sheet of paper with a hanger at the end of the path. Divide the path into sections in which are printed drill words. Two players have a small cardboard airplane and duplicate sets of 1"x2" cards containing the same words that are on the path. The game begins with both airplanes in the lower left space and with each player's cards face up. The first player reads the word on his top card. If the word is the same as the one in the first space of the path, his plane is moved to that space. If not he may not move. His card is placed on the bottom of his deck and the other player takes his turn. The winner is the person whose plane reaches the hangar first.



3. Erase a Word

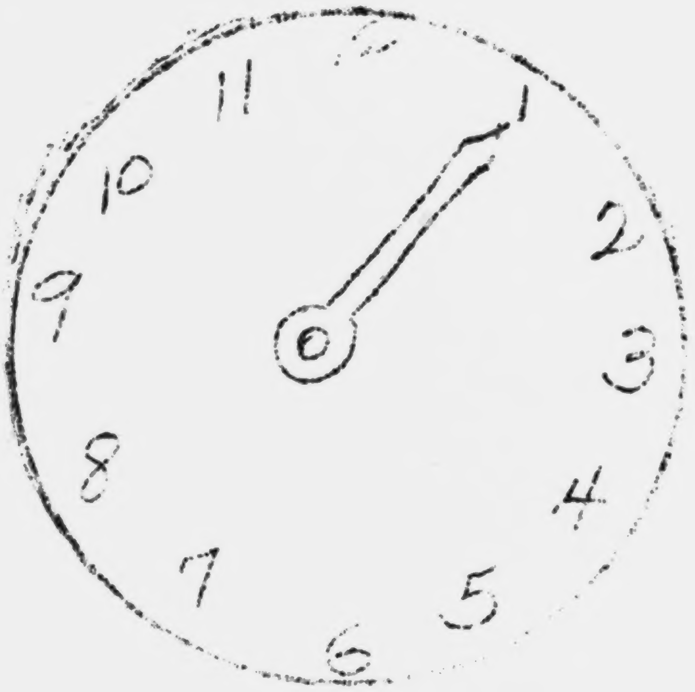
Children are asked to choose teams and stand in two lines at right angles to the chalkboard. The teacher writes on the board two lines of words of equal difficulty, as many words as there are children. At a signal the first child in each line says the first word in his column. If he is correct he is allowed to erase the word. This game takes the form of a relay race.

Independent Activities:

1. Self learning with picture cards
2. My Word Book (The words the child learns can be put in his vocabulary book)
3. Wheel of Chance
4. Matching Words with Pictures

5. Rapid tachistoscope Drill

Wheel of Chance



1. had
2. come back
3. jump the fence
4. want
5. likes
6. barn
7. went
8. something
9. what
10. here
11. ran away
12. play

A large cardboard clock face is numbered from 1 to 12, or more, and fitted with a large movable hand that is held in place by a fastener. Beside the clock face the same number of words or phrases are written on the chalkboard, or a large sheet of paper. A child is called on, he flicks the hand with his finger, sees the number at which it stops, then reads the printed word that corresponds with the number on the clock.

Commercial Aids:

1. Dolch's Basic Sight Cards
2. Group Word Teaching Game
3. The Webster Word Wheel
4. The Flash-X Sight Words
5. Dolch's Popper Words (2 sets)
6. Dolch's Picture Word Cards

References:

1. Paul McKee, The Teaching of Reading in the Elementary School
2. Albert J. Harris, How to Increase Reading Ability
3. Martin Botel, How to Teach Reading, State College, Pennsylvania Valley Publishers, 1959

Initial Consonant Sounds

Purpose:

To develop auditory and visual perception of consonant sounds that will help pupils unlock new words.

Procedure:

Teach consonant groups for the most effective speech. Group the consonants that use the same speech muscles. Lip sounds are taught first because they are front sounds, and are easily perceived.

Examples:

1. Lips are shut, then opened

Breath	Voice	Nasal
p	b	m

2. Lip - Teeth Sounds

Breath	Voice
f	v

3. Upper Tongue Tip - Teeth - Ridge Sounds

Breath	Voice	Nasal
t	d	n
s	l	
	r	
	z	
	j (d-zh)	

4. Back of Tongue Sound

Breath	Voice
k	g

Unvoiced Consonants

f - fat
h - hat
k - (c) - kit, cat
p - pan
s - set
t - ten
ch -(tch) - chin, match
sh - ship
th - thin
wh - when

Voiced Consonants

b - bat
d - dig
g - get
j - (dg) - jet, edge
l - lad
m - man
n - net
ng - sing
r - ran
v - van
w - wet
y - yes
z - zoo
zh - measure

Use key pictures to teach each consonant sound. For example, use a picture of a fan to represent the f sound.

Let pupils use a mirror if possible, as long as the mirror doesn't cause too many distractions. The purpose of the mirror is to see how the sound is formed.

1. Have pupils say key words, and continue with other words that have the same beginning sound.
2. Say a number of words. If the word begins with the same sound as the key word, have pupils put thumbs up. If not, thumbs down.
3. Riddles - "Can you think of something to eat that begins like the beginning sound of fan?" (figs)
   "Can you think of something you play with that begins like the beginning sound of fan?" (fiddle)
4. "What is the word I have written on the board?" (fan)
   Listen carefully as I say some words. When I say the words that have the same beginning sound as "fan," say yes softly. If you hear any other beginning sound, say "no" softly. (Write words under headings)

Yes	No
fish	ball
fun	stand
face	band

"Look at the words in the list to find out which words are alike" - The beginning sound is the same. "How are they different?" (Different in the middle and end)

Related Activities:

1. Practice Exercises in the skilltext books:

   Examples:

   The little k______ ran away.
   Mary's d___ likes to eat.
   My book is on the d____.
   Bob took his p______ to school.

2. In selecting words for beginning consonants, be careful to select consonants followed by a vowel to avoid confusion of consonant blends and digraphs

   List:

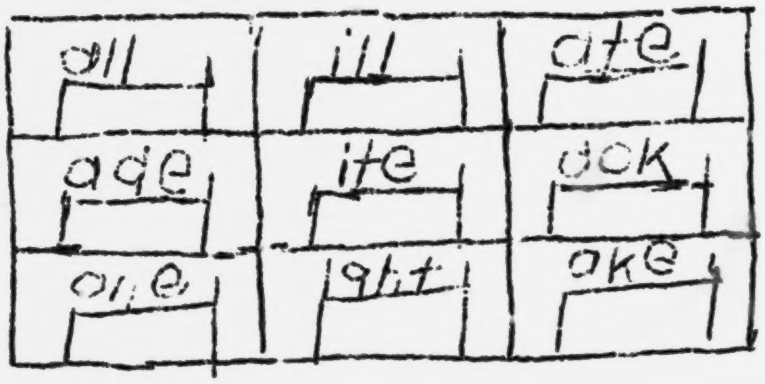
   p - pack, pet
   b - ball, bake
   m - much, milk
   w - wish, wake
   s - safe, side
   d - duck, dime
   z - zoo, zebra
   n - nine, nice
   h - hot, hat
   g - girl, gate

   f - fun, five
   v - vase, valley
   t - tire, tan
   l - lake, let
   r - race, rise
   j - jam, jug
   k - king, kite
   y - yes, yet

3. Find words in your story that begin with these consonants. Say them and write them

b	p	t	n
______	______	______	______
______	______	______	______
______	______	______	______

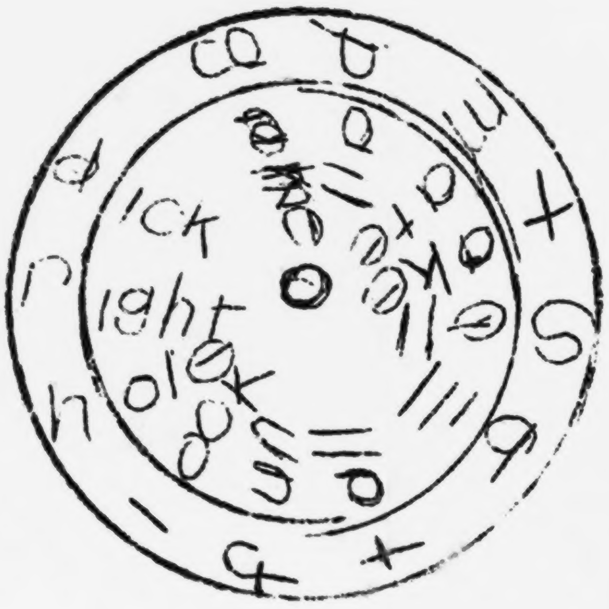
4. The teacher has a list of consonants on the chalkboard like g, l, s, p, etc. She pronounces a word and has a pupil point to the letter on the chalkboard with which the pronounced word began.
5. The teacher lists words on the chalkboard and the children put a circle around all the words that begin with the same initial sound.
6. Word Hospital: The teacher lists on a large card the letter combinations representing the word families, such as ail, ade, ake, ill, etc. Each of these letter combinations appears in the list as many times as desired, **but** not in succession. At the bottom of the card is an envelope in which there are many small cards, each bearing a consonant sound. The pupils then try to find how many real words they can make out of the sick families by placing the consonant sound in front of the letters that represent the family.



Word Hospital

Independent Activities:

1. Rotating Wheel:
Two circles, one smaller than the other are fastened together at the center to allow free rotation. Phonograms are placed around the edge of the inner circle, and initial consonants are printed on the inner circle. By rotating the circle, initial consonants are combined to make real words.



Word Wheel

Draw five squares on the chalkboard. In the left hand corner of each is a consonant, and beside each a list of phonograms. The children are asked to give the initial sound and form the words.

w	b	s	h	c
all	at	ail	at	all
ay	all	ell	ay	ame
ell	ell	ay	all	at
	it	ame	ow	ake

Finding Partners: This game may be played with a small group working independently (depending on the maturity level of the pupils).

One half of the group has cards bearing word families, while the other half has cards containing consonants. The pupils with the consonants pass around among the children who have the phonograms to see if they can match a word by combining cards. This continues until all cards are paired or matched.

Commercial Aids

Phonic Talking Letters
Phonic Rummy
Consonant Lotto
Phonetic Word Wheel
A to Z Phonics charts - Word Builders

References:

1. Bond, Guy L., and Tinker, Miles A., Reading Difficulties; Their Diagnosis and Correction
2. Strange, Ruth, Constance M. McCullough and Arthur E. Traxler, Problems in the Improvement of Reading

Medial and Final Consonants

Purpose: To establish auditory and visual recognition of the consonant sounds in their initial, medial, and final positions.
To develop skill in using the phonetic approach to unlock the pronunciation of new words.

Procedure: To develop auditory perception, place in the pocket chart the picture cards best, bake, bite. Have the children name the picture, listening for the beginning sound. Ask pupils to add other words to the list that have the same beginning sound.

Write on the chalkboard the words above, labor, tablet. Guide them to discover the medial position of the same sound and same letter.

Write on the chalkboard such words as tub, mob, bib. Lead the pupils to see the same sound and letter at the end of the word.

Display a consonant chart, indicating that the underlined words in each block is called a key word, which illustrates the sound of the beginning of the word ball, robin, tub and observe the initial, medial, and final position of the letter b. Follow the same procedure with the rest of the consonants.

See chart - next page

CONSONANT SOUNDS

Key Words

Bb	ball robin tub	Mm	moon camel plum
Cc	cake become magic	Nn	nest pony pan
Dd	duck today head	Pp	pig capital cap
Ff	fish before leaf	Rr	rake unroll teacher
Gg	goat sugar bag	Ss	sun eraser bus
Hh	house uphill	Tt	top party foot
Jj	jump enjoy	Vv	valentine invite
Kk	kite turkey book	Ww	wagon away
Ll	lamp color pool	Yy	yellow eye lay
		Zz	dizzy buzz

Related Activities

1. Ask pupils to make words containing a specific consonant. Let each pronounce his word and decide the position of the specific consonant. Write the word under the correct heading:

Beginning	Middle	End
day	sadly	bad

2. Initial, medial and final consonant substitution exercise

I like to feed my little he |n|
The hen is on the |n| est
I found a pe |n| ny
A little wor |m| fell from the tree
A little |m| ouse lives in this hole
Animal ho |m| es are interesting

3. To develop auditory perception of initial, medial, and final consonants you may take the letter "t", using it in tip, pat, better, have pupils listen for the position of the sound and circle the letters b, m, or e indicating the correct position of the consonant

a. b ⓜ e t stay
b. ⓑ m e n night
c. ⓑ m e h hat
d. b m ⓔ s bus

4. Nonsense Rhymes:

To give additional practice in hearing consonants in the various positions make up little nonsense rhymes:

Rub-a-dub-dub
Rosebud bubbles
In the big bathtub
Pit-a-pat-pat
Tip-a-tat-tat
Falls the rain
Pit-a-pat-pat

Independent Activities

1. Consonant Lotto
2. Sound Dictionary, using pictures to represent respective consonants in the three positions
3. Rainbow Word Builders may be used for making words, using the same consonants in different places:

|s| |a| |d| |s|a|d|
|h| |i| |s| |h|i|s|
|b| |u| |s| |y| |b|u|s|y|

4. The Consonant Card Game may be done with pupils working together. Make sure to keep the words simple so that the pupils will be able to pronounce the word. A leader may pronounce a word that begins with b. As each word is pronounced, the children are to hold up the card on which is written the initial consonant that they hear in the word. The same procedure is followed with the consonant in a medial and final position.

B bat baby cab

5. A Final Consonant Contest: Write the following key words on the board, leg, talk, team, brown, class, need, sniff, fell, clap and great. Divide the class into five teams, and assign two of the key words to each team. Have the members of each team cooperate in making a list of words that end with the same sound as their key words. The team that makes the longest list within a given amount of time wins the contest. The same procedure may be used for the initial and medial consonants.

Commercial Aids

Ginn Word Study Chart
Group Sounding Game (Dolch)

References:

Robinson, Helen M., Sequential Development of Reading Abilities. Chicago; University of Chicago Press, 1960
Heilman, Arthur W., Principles and Practices of Teaching Reading, Columbus, Ohio, Charles E. Merrill Books, 1961

Consonant Blends and Digraphs

Purpose: To develop skills in perceiving initial consonants blends when they are heard and seen, and to strengthen ability to use these skills in unlocking unfamiliar words.

Procedure: Make small charts of the consonant blend sounds by cutting out pictures for each key word, and paste on the chart opposite the key words.

bl

blocks

black
blow
blew
blot
blouse
blanket

Present the chart with the consonant blend bl - blocks. Help the children to identify the bland and the key word at the top of the chart. Have the pupil say the blend bl and then say the word black.

The teacher says the words block and blue, and asks what sounds are alike in both words. The response should be bl.

Ask the pupils to listen carefully as the rest of the words are pronounced.

Have the children add "bl" words to the list.

Repeat other words in groups of three, such as blank, blot, girl, block, blue, pet, and have pupils clap softly when they hear the bl blend at the beginning of the word.

Follow the same procedure with other consonant blends.

Teach blends in groups l, r, s (Help pupils recognize these letters as blenders)

l blends: bl, cl, fl, gl, pl, sl
r blends: br, cr, dr, fr, gr, pr, tr, thr
s blends: sc, sk, sm, sn, sp, st, sw, scr, spr, squ, str

Final blends: nd, nk, nt, st

Beginning Blends:

bl - block, blanket, blouse
cl - clock, clown, clean
fl - fly, flag, flake
tr - tray, truck, try
thr- three, throw, threw
sc - scarf, scared, scan

gl - glow, glide, glove
pl - plow, play, plane
sl - slide, slick, slow
br - bright, brave, bring
cr - cry, crow, crate
dr - drive, dream, dress
fr - friend, freeze, fright
gr - grass, grow, ground
pr - pray, proud, prove
sk - skirt, skip
sm - small, smile, smoke
sn - snake, snow sneeze
sp - spot, spool, spoke
st - stay, store, stand
sw - sweet, sweater
scr - scrap, screen
spr - spring, sprang
squ - squirrel, squeeze
str - string, straight

Ending Blends:

nd - band, land
nk - sink, rank
nt - spent, cent
st - rest, fast

All consonant blend charts should be left intact and used for ready reference.

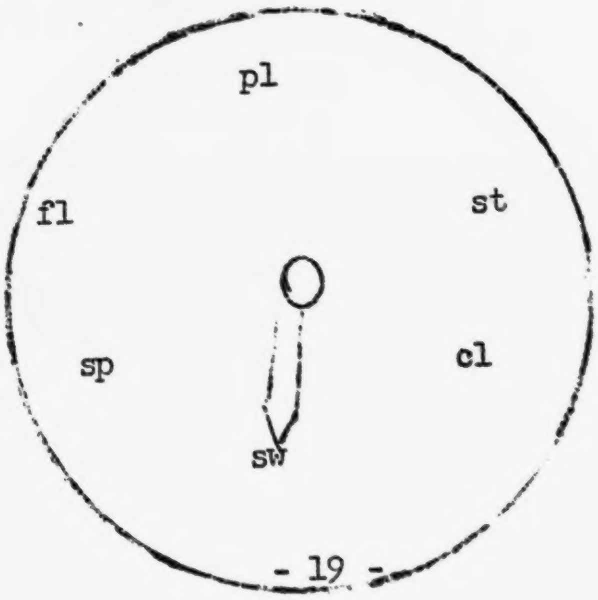
To increase auditory perception provide an opportunity for pupils to listen to a series of words which begin with a specified blend. For the st, use words such as stand, start, stick, stop and sting.

To develop keener visual discrimination, guide the pupils to notice printed words that begin with the same blends. Add these words to the charts.

Related Activities:

1. Make picture and word cards beginning with the different blends. Place them on the chalk tray. Have a child select the picture or a printed word, such as "snail," take it to the Consonant Blends Chart, and locate the key word beginning with the "sn". Have the pupil say the word and say it begins like "snow."
2. The pupils may make a Consonant Blend Book, alphabetizing the first and second letter of the blends. Use a page for each blend. Make the key word, and add pictures or words of their own, or both.
3. Make a Blend Wheel by cutting a large circle from tagboard. Fasten a cardboard arrow in the middle of the cardboard. Print various blends around the edge of the wheel. Have a child spin the arrow, and the blend on which the arrow stops, the team member must give a word beginning with the specific blend before the leader counts to ten. Give a point to each member who succeeds.

1 - 2 - 3
4 - 5 - 6



cl as in
clay

4. Pronounce words like "chilly," "child," "chair," "chip," etc. Elicit from the children the sound of ch. As the list of blends learned increases children may draw cards on which are printed beginning blends. The pupil who draws the card, gives a word that has that sound. Each child gets a turn.

5. Read each sentence and the boxed word. Change the first letter of the boxed word to a blend. Write the new word on the line to give meaning to the sentence.

   1. I will stay with mother
   2. I can read and I can spell
   3. I eat soup with a spoon
   4. Cowboys wear spurs

   way
   tell
   moon
   furs

st ar   bl ow   fl y   cl imb   pl ay   sl eep   sp ot

6. Circle the blends in the words at the top of the page. Then read each sentence and the boxed word. Change the first letter of the boxed word to one of the blends in the word at the top.

   a. I saw a clown
   b. We stopped at the stop and go light
   c. Anne likes to clap her hands
   d. Baby likes to play on the floor
   e. Father has a black coat

   town
   hop
   tap
   door
   sack

7. Read each sentence and change the first letter of the underlined word. Change the first letter of the underlined word to a blend. Write the new word on the line to make sense in the sentence

   a. You must look far to see a star.
   b. Will your boat float on the water?
   c. Please keep still so Baby can sleep.
   d. My father will try to make a kite for me.
   e. I went to the sink and got a drink of water.

8. Look at the blend in the box at the beginning of each row. Make a new word by changing the first letter of each word to the blend that is in the box.

	mice	red	ride
sl	slice	sled	slide
	hill	hand	sing
st	still	stand	sting
	my	coat	bag
fl	fly	float	flag
	face	can	may
pl	place	plan	play
	hear	tool	made
sp	spear	spool	spade
	main	back	say
tr	train	track	tray

Digraphs

There are some consonants that you see together quite frequently. It is helpful to learn them. Do not take them apart.

ch - (sounds like the train ch-ch)
sh - (the signal to keep quiet)
wh - (a puff of wind)
th - (tongue is between the teeth)
wr, kn, and gn are combinations that produce the sound of one letter.
wr says r - write, wring
kn says n - knee, knew
gn says n - gnaw, gnat

Say and Write

ch	sh	wh	th
children	with	shall	thanks
think	church	push	skip
when	wash	which	when

Put a circle around ch, sh, wh, and the th words above.

Auditory perception may be developed by pronouncing a list of words with the digraphs, emphasizing listening skills. Explain to the pupils that this sound may be found at the beginning, the middle or the end of a word.

sh	ch	th	wh
shape	chest	than	when
shaft	lunch	mother	wheat
share	porch	tenth	whisk
shave	chime	faith	whisper
rash	march	arithmetic	whimper
fish	torch	north	where
rush	church	month	whale
ship	peach	another	what
bushel	chest	thank	white
shot	bench	those	whether
wash	preach	thump	whittle
mesh	child	thick	
	chick	other	

To develop visual discrimination, group the words into smaller units and list them on the board. Guide the pupils to observe the digraph sounds in the initial, medial and final positions.

Sharp Eyes with Wh and Th Words
Underline the right word for the blank space.

1. The boys lost _______ hats
   where their there these this
2. Tom _______ his hat was gone
   thought though think while
3. "Your hat is bigger _______ mine," he said
   then when than this
4. "_______ is my hat," said Dick
   these when there where
5. Ben's hat was _______
   which white that with

Read the following sentences and have pupils name the words containing the speech consonants, th, wh, sh, and ch:

1. I can teach John to skate
2. Did you shake hands with the president?
3. The chimney is made of red brick
4. When did you go to the show?
5. Can you whistle a tune?

Read the sentence. Find the missing word and print it in the space.

The sail is not white	what whole white
The moth ate the coat	fifth moth both
I threw the stone into the water	threw throw three

Complete each sentence using all the words in the box:

Mary can read while I spell	I spell while
He watched the chicks chase the worm	the worm chase
The farmers sheared the sheep	sheep the sheared
We watched the huge ship as it sailed	ship huge

Note:

Some children have difficulty blending sounds of words together, because the teacher pronounces consonants with non-existent vowels attached. The pupil who says buh-ake cannot sound the word bake. Avoid pronouncing consonants with any more than the lip and throat movements needed to make that sound. When two consonants come together as tr, bl, fl, cr, etc., the child has learned the sound as blu, fru, tru, and it becomes difficult to sound such words as fruit, flute, and other similar words.

Try to avoid too much oral division, but if the child has trouble seeing the whole word, always attach the beginning consonant with the following vowel sound. An example follows:

ba--ke
ba-ke
bake

Have the pupil begin by making the oral division, putting the consonant and vowel sounds together. Then lead the pupil to repeat the word, bringing the parts closer, and reproducing the sound faster with each successive reproduction.

After the child has learned to handle the beginning consonant blends, he is ready to learn the end consonant blends.

The pupil should be guided to discriminate between various ending blends, for example ng and nd. The teacher may read a series of words ending in ng and nd, while the pupils write them in order of the blends.

The matching exercise may be used by attaching the initial consonant or blend to the ending, such as bl-end, tr-end, sp-end, spr-ing, tr-uck, etc.

Complete the following words by writing in the beginning letters. Say the word and listen to the ending sound.
sec ond, ha nd, ba nk, sce nt, su nk, sa nk, te nt, mi st,
ne st, che st, mo st

Materials

Ginn Word Study Chart
Phonics Is **Fun** - (Book 2) - Modern Curriculum Press
Reading With Phonics - Lippincott
Eye and Ear Fun - Books 3 and 4 - Webster Publishing Company
Phonics We Use - Lyons and Carnahan

Commercial Aids:

Phono Word Wheels
Go Fish
Instructor Basic Phonics
(Blends and Digraphs)
The New Phonetic Word Drill Cards
First Phonics Slide Rule
The Dog-house Game

Short Vowel Sounds

Purpose:

To develop auditory and visual perception of the short vowel sounds to aid pupils in unlocking new words.

There has been a controversy as to whether consonants or vowels should be taught first. If pupils are to begin with whole words, consonants and vowels should be introduced concomitantly.

The reasons for studying consonants first, is because consonant letters usually determine the vowel sound, consonant letters are more meaningful in the perceptual image of a child than a cluster of vowels; (th b ll _s b g is more readily identified than e a i i) and there is a greater degree of relationship between consonant sounds and the symbols that represent them.

The short vowels are usually introduced before the long vowels because they occur most frequently in monosyllabic words, are phonetically more consistent, and appear more frequently in words that the pupils meet in initial reading.

The most natural sequence in learning the vowels seem to be learning the short vowel sound, the long vowel sounds, learning to discriminate between the long and short vowel sounds, learning the effect of adding an e to a word or syllable containing a short vowel in the medial position, and learning the sounds of two vowels written together.

Procedure

The short vowel sounds may be introduced or reviewed for those pupils who are weak in their vowel sound by reproducing the little story below, along with the key words.

Aa	The goat makes this sound - aa-aa	as in at
Ee	The man who can't hear says - Eh? Eh?	as in egg
Ii	Little mousie in a trap says - ih-ih	as in it
Oo	When the nurse looks into your throat she asks you to say this sound - Ah!	as in on
Uu	The pig drinking out of his trough says this - uh-uh-uh	as in up

Have the pupils repeat the sounds, and place the finger on the throat area to feel the sounds in different places.

Write the following words on the board and have the pupils pronounce them:

apple	ten	is	hop	hut
fan	end	tin	stop	fun
pat	elf	big	not	hug
trap	Ted	ship	rob	luck

In each list what was the common vowel? What did each vowel say?
(a e i o u)

a e i o u

Put one of these vowels in the space between the consonants. Do not use the same vowel twice.

t a n
t e n
t i n
t o n
t u n

What words did you make? Read them aloud. Which one is not a real word?
(tun)

Present the vowel chart, displaying the key words for each short vowel sound.

Have pupils listen as the teacher reads the key words. Show how the short sound is indicated by placing a breve over the short vowel.

As the teacher points to each vowel, ask individual pupils to provide words for each vowel, and say the vowel sound (not the letter).

Direct attention to words on the chart that have medial vowel sounds. Say them, and have them repeat.

Related Activities

1. Print the vowel symbols on separate cards, and print the consonants b, w, f, s p, t, r, d, l - b, t, n, m, s and p, b, r, d, t, on individual cards. Pupils will use a vowel card and choose three consonant cards and try to make a word. Each combination that makes a Real Word, "capture" it by writing it down.

i b w h f s

Words Captured

fib his

a m t s p f n

Words Captured

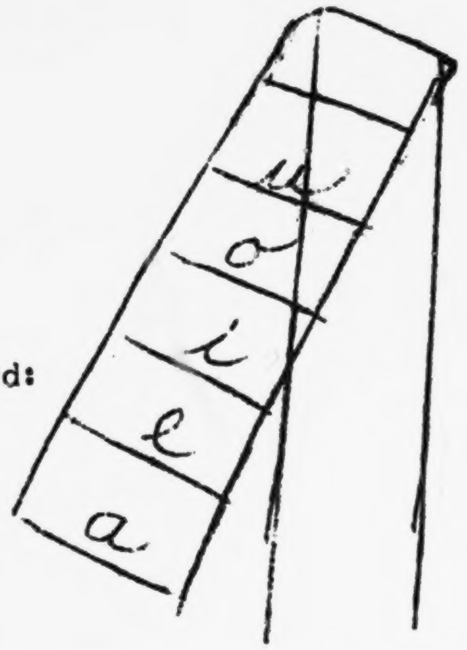
mat sat pan tap fan

2. Sentence Dictation:
    a. Tim is at bat
    b. Ben has ten pet pups
    c. I sat flat on the hat
    d. I dropped the nut cup
    e. We sold the old pole that was in the boat
3. Extend visual perception of short vowel sounds by placing the key words in the pocket chart, distribute cards with one syllable words on them. Have pupils say the key word, his own word, and place his word card under the correct picture.

apple	elephant	Indian	Oxen	umbrella
cap	fed	fish	box	hug
fan	nest	did	pond	must
stand	get	pin	stop	fun
clap	ten	his	black	cup

4. Make a picture of a slide. On each step place a vowel and show the short sound. Let pupils work in teams. Each team member will take alternate turns in moving up the steps by giving a word containing the correct vowel sound.

Each person completing the steps without any mistakes, makes a point. The team making the most points is the winner.



5. Write the following words on the board:

got
left
lump
rip
map
land

cup
bad
dim
egg
lock
mud

muff
box
fill
land
set
led

fan
sin
jump
nest
top
doll

Ask pupils to find four words containing the same vowel sound. Ask them to read these words, then have them name other words containing the same vowel sound

6. Play the "Change It Game" by having pupils substitute beginning and ending consonants and vowels according to the following exercise:

Begin with the word set
Change the vowel e to short i. Say and spell the word (sit)
Change the beginning consonant s to h. Say and spell the word (hit)
Change the ending consonant to m. Say and spell the word (him)
Change the vowel i to a short a. Say and spell the word (ham)

Continue this procedure in the same manner using the following words:

fed (fad, fag, tag)
tip (tap, lap, lop)
rat (hat, hot, hop)

To establish visual perception of the short vowel sound the pupils should be led to discover with the help of the teacher, that if a word (or syllable) has only one vowel and it appears at the beginning or between two consonants, the vowel is usually short.

Syllabication:

A word has as many syllables as it has vowel sounds.
When two consonants occur together in a word, or if the same consonant is doubled, the word is divided between the consonants.

Explain this rule: When consonant blends are introduced, words are not divided between the two consonants making up the blend, but either before or after. Example: tel - e - phone, bash/ful

Practice in listening:

Ask the students to name the vowel as each word is spoken

beg
set
Dan
set
fad
pad
bet
fed
bit
bad
pat
bid
pet
men
sat
bed

Write on the chalkboard a familiar word which has two consonants occuring together such as "kidnap," and explain how the word is divided.

Give the following list of words to be divided independently

ban/dit
ten/nis
tab/let
at/tic
muf/fin
bas/ket
nut/meg
nap/kin
ad/mit
pic/nic
tin/sel
kid/nap
cat/nip
in/sist
tun/nel

A word which has a consonant between two vowels may be divided after the consonant, and then the first vowel is short.

Read the rule, and discuss it with the children. Do not encourage the pupils to remember the rule as it is written, because it is too difficult for younger children to repeat verbatim. Just the idea of dividing the word after the consonant is enough to remember for application.

Write on the chalkboard a familiar word like rob/in, and explain how the word is divided.

Divide the following words into syllables, applying the preceding rule.

vis/it
wag/on
hab/it
sal/ad
lev/el
pol/ish
cab/in
piv/ot
ban/ish
cam/el
ped/al
com/et

Supply the missing vowel and say the name of each word. Make sure it is a real word. Example:

b u s
l - d
c - p
b - g
f - n
s - n
d - m
j - g
p - g
s - x
b - d
t - n
s - n
n - st
j - t
w - ll
c - n
h - n

Write the beginning and ending consonants on the line with the vowel symbols. Say the word and listen to each vowel sound. Be sure to make a real word. Example:

t e n
- e -
- e -
- a -
- i -
- u -
- o -

- i -
- e -
- e -
- a -
- i -
- u -
- u -

Complete each sentence using all the words in the box

Quack is a fat duck	a fat duck
The big jug is	milk of full
Ned fell and	leg cut his
Jack fed the pigs	pigpen the in
Let us send a	Ted gift to
Bob will toss his socks	the cat on
The fat cat will	the kill rat
Ben will lend his	Nell pen to

Short Vowel Compound Words

Each compound word is made up of two one-syllable words.

Draw a ring around each one syllable word, and say it to yourself.

dustpan
upset
cannot
himself

pigpen
windmill
uphill
handbag

sunset
sandbox
milkman
hatbox

Read the sentence. Find the missing word and write it in the space.

John took the pigs out of the pigpen	henhouse dustpan pigpen
Harry will buy ________ a dog	hatbox handbag himself
Hang your hat on the ________	hatrack handbag hatbox
Jack ________ find his hat	windmill upset cannot
Jane left her ________ in the bank	sunset sandbox handbag

Y as a Vowel

as a consonant y as in yes	as a short vowel y as in city	as a long vowel y as in cry

Y is used:

Consonant y begins words	Vowel short y "ih"	Vowel long y "I"
yet	tiny	cry
young	candy	why
yellow	funny	my
you	carry	fly

Lead pupils to discover that when words with "y" are only two or three letters long, the "y" is always a Long sound (it says "i")

Like all vowels y can be silent when it is the second in the word or syllable, as in day, say, play, Tuesday, etc.

Rule 1. If y is the only vowel at the end of a one-syllable word, y has the sound of the long i.

Rule 2. If y is at the end of a word of more than one syllable, y has almost the sound of long e.

Read each word. Write it in the correct y column

by
happy
fairy
pony
lily
my
funny
fly
try
sky
fry
puppy
cry
baby
dry
candy

Long i sound	Long e sound (short y)
by	lily
____	____
____	____
____	____
____	____

W as a Vowel

Direct pupils that w is a very unusual letter as y, because it is a consonant and also is a vowel in certain instances.

Display the Word Card "snowman" and say the word as the pupils listen. Explain to the children that they heard the o in the first syllable, but did not hear the w at the end of the syllable. Explain that the w followed the o, and the o was long, and the w was silent, so w is a vowel.

Pronounce the words wade, wash, web, and winter. Have the pupils listen to the beginning, noting that w is representing its consonant sound.

Flash the following words on a card from independent recognition of w, as a vowel: blow, snow, show, mow, row. Call attention to the fact that there are exceptions, such as cow, how, plow, etc.

Rule 1. When w is used at the beginning of a word or syllable, w is a consonant as in wigwag

Rule 2. When w is at the end of a word or syllable w is a vowel as in grow.

Read each sentence. Draw a ring around the words in which w is a vowel.

1. Use your wagon to tow the truck.
2. The wind blows the vanes of the windmill.
3. We will mow the grass and weeds that grow.
4. The wig and bow tie on the snowman belong to Jim.
5. John went to the window to see the crow fly away.

Activities should be stimulating and variety is significant. Do not work on one activity too long. Utilize devices and games, but use them as tools, and not as a means to an end.

Some suggested games are "Grab," "Take," Vowel Lotto, Quiet Pal phonetic cards.

When children have been introduced to differences in sounds of the short vowels, extended exercises should be given that will make the child focus attention on the medial sound. For example:

1. The cat sat on the (rig, rag, rug)
2. The pig was asleep in the pig-(pan, pin, pen)

Still later practice in context reading should make the children focus on the total word. Multiple choice sentences should be constructed that include initial and medial letter differences. For example:

1. The bear was fast asleep in the (hut, log, beg)
2. The old man was in his (bag, hat, hut)
3. Baby Bear was in the last (bed, led, bad)

Suggested Material:

1. Building Reading Skills Series, McCormick and Mathers.
2. Developmental Reading Text - Workbooks, Bobbs-Merrill Co., Inc.
3. The Macmillan Spectrum (Word Analysis, Vocabulary Development, Reading Comprehension) The MacMillan Company
4. Working with Sounds, Barnell, Loft.

Commercial Aids

1. Phonic Rummy
2. Phonetic Drill Cards
3. Ideal Vowel Picture Cards
4. Ideal Vowel Word Cards
5. Vowel Lotto
6. Quiet Pal Game
7. End in "e" Game
8. Phonovisual Skill Builders

References

1. Whipple, Gertrude, "Changing Concepts of Reading Instruction," International Reading Association Conference Proceedings, Vol. 6, pp. 29-32, New York Scholastic Magazine, 1961
2. Smith, Henry P. and Dechant, Emerald, Psychology in Teaching Reading, Englewood Cliffs, New Jersey. Prentice-Hall Inc., 1961

Long Vowel Sounds

Vowels are "tricky" and they can increase reading problems. There should be emphasis placed on teaching vowels, but do not make rule learning a burden. Lead the pupil to recognize and remember the part of the rules which he can apply for word recognition. Providing prompt experience of the rules to reinforce retention should be the basic principle.

Directing attention to exceptions of rules, will encourage the child to try context clues.

Purpose:

To develop auditory and visual recognition of the long vowel sounds.

Procedure:

Present all of the letters of the alphabet to the pupils having them name all the ones they have met (underline these). Circle all the letters that have not been named (a, e, i, o, u) and introduce the word vowel. Tell them that sometimes y acts as a vowel also.

Say each vowel sound, and have pupils repeat. Emphasize the fact that these vowels are easy to hear, because they say their name. Show how the long sound is indicated by placing the macron over each vowel.

Say a word, and have pupils listen for the vowel sound - take. Have the child point to the letter a and say cake, with emphasis on the a.

Be ready to display a long vowel chart and discuss the key words. Phonic Picture Cards are also quite useful.

From the Phonics Picture Cards, present the card for - apron. Ask the pupils to identify the long a from the picture clue. Have individual pupils say apron. Ask for the first sound that is heard in the word. Ask the pupils to repronounce "a" and repeat the sound. Repeat this exercise using such words as gate, pail, rake, etc.

Check individual pupils for the correct sound of long a.

Develop the sound of the long a by means of a series of rhyming words. Put key words on the board, and let individual pupils give rhyming words for each key word (pupils give words, spell them and write them).

ate	gave	make	may
late	save	rake	gay
Kate	pave	sake	hay
state	rave	take	say
mate	cave	bake	lay

Direct pupils' attention to the word ate, and have them tell the number of vowels seen. Explain that the alphabet name for a is the long sound. Then ask what is the second vowel? Which vowel is silent or not heard? Guide the children to discover and help them formulate the Long Vowel Rule, and show how it applies to ate.

Long Vowel Rule I: If a little word has two vowels, the first vowel is usually long, and the second vowel is silent. (nam~~e~~, ma~~y~~)

Call attention to y words. When y is added to the vowel a at the end of a one-part word the Long Vowel Rule I holds since y is a vowel in these words. We do not hear the y. It is silent.

stay
pay
pay
clay
pray
fray
tray
may

This procedure may be used in introducing all the long vowel sounds.

Related Activities

1. Put the following groups of words on the board and have pupils pronounce and contrast each pair of words telling why the a is long.

man - mane
fat - fate
tam - team
pan - pane
Sam - same

How many vowels do you see?
What does the first vowel say?
What does the second vowel say?

2. Pronouce the following words, and ask the pupils to identify the long a sound. The long a sound is indicated with "thumbs up"

box, fed, made, bake, laid, dig, cake, bug, wake, ten

To reinforce auditory discrimination, dictate the following sentences:

a. The mail may be late.
b. I waited all day for the rain to go away.
c. I will bake a birthday cake.

These exercises may be used to introduce or review for those pupils who are weak in vowel discrimination.

As you introduce the vowels, or after they have been presented to the pupils, the following activities will be helpful:

1. Divide the class into two teams, and say a word that has one of the long vowel sounds in it. The pupil comes up and selects a vowel card that has been placed on the chalktray by the teacher. The pupil repeats the word that has been pronounced by the teacher, selects the right vowel card from the tray and reproduces the vowel sound. Use words that have one vowel sound.

Teacher | sold | | ō-sold |

| a | | e | | i | | o | | u |

2. Riddles: "I am thinking of a dessert that has the long a as in late (cake)". "I'm thinking of something that flies that has the long a as in rake(plane)" "I'm thinking of an animal whose name has the long a sound as in pane (ape)"

For auditory and visual discrimination play the "Thumbs Up, Thumbs Down" game by pronouncing a series of words having varying long vowel sounds. When a long a word is heard, the pupils write the word under the Thumbs Up column. If it is a word that does not have the long a sound, the pupils write the word under the Thumbs Down column.

Thumbs Up	Thumbs Down
gave	that
made	men
game	best
place	give

3. A technique that is used to develop transfer of vowel concepts to spelling is as follows:

   Repeat a word which contains one of the long vowel sounds, and have the pupils listen carefully to hear the sound of each letter. Take the word "hide"

   Hide - Do you hear the h? (yes) h
   Hide - Do you hear the i? (yes) i
   Which i? (long)
   Hide - Do you hear the d? (yes) d
   Hide - Do you hear the e? (no)
   hid
   What makes the i long? (the e) e
   hide

Applying Vowel Principles

1. If a word (or accented syllable) ends in e, the vowel coming before it is usually long, and the e is silent (dive, hope)
2. If a word (or accented syllable) has two vowels together the first is generally long and the second is silent (applies only to ai, ay, ea, ee, ey, oa -- tail, each)
3. If a word or accented syllable ends in a vowel, the vowel is generally long. (he, hello)
   Some exceptions:
   Vowel Rule 1. again, great (ā), said (ĕ), rein (ā), field (ē),niece(ē) and freight (ā), bread (ĕ), head (ĕ)
   Vowel Rule 3. have (ă), welcome (ŏ), give (i)

Long Vowel Exercises:

long i	bite	cry	fire	tied
	hide	cries	fight	dime
long a	made	rain	lake	skate
	bake	page	stay	race
long e	feed	read	these	seed
	meat	feet	please	lead
long o	told	cold	toe	mole
	pole	chose	robe	roast
long u	blue	rude	truth	tulip
	huge	mule	fruit	use

Realizing that vowel sounds vary with their positions in words, it is important to create an awareness of these special sounds on the part of the children.

Some vowels are indicated in the dictionaries by the schwa (ə) which stands for the sounds of an unstressed syllable where the vowel does not have a distinct sound. The following sounds may be given the schwa sound:parade,capital, because, etc.

Suggested Materials

Phonics is Fun - Book 2
Phonics Guide to Basic Reading (Walcutt-McCracken)
Phonics Books I and II, Harlow Publishing Company
Reading Skill Builders (McCormick and Mathers)
Sounds We Use - (Wilcox and Follett)

Commercial Aids

Vowel Lotto
Phonic Rummy
See and Say Vowel Game
Find Us By Sounds Game
Word Bingo
Ideal Vowel Picture Cards and Word Cards
Grab
Take

Visual Aids

Jam Handy Vowel Filmstrips

Audio-Visual Aids

Let's Listen Phonic Record (Ginn & Company)

References:

Cole, Luella, The Improvement of Reading With Special Reference to Remedial Instruction, New York. Holt, Rhinehart and Winston, Inc., 1938
Fernald, G. M. - Remedial Techniques in Basic School Subjects, New York, McGraw Hill Book Co., Inc., 1943

Letter Teams (Diphthongs)

Diphthongs are vowel combinations that have a single sound. The sound is distinct from that represented by either of the single letters. The most common combinations are ei, ey, ie, oi, oy, oa, ou, au, aw, ew, and ui.

Purpose:

To develop the ability of the pupils to discriminate between letter teams that look alike but sound different, (ow - ow, ou - ou, oo - o͞o)

Procedure:

Construct a large word study chart that presents all the diphthongs, with pictures and key words, or make small charts from 9" x 12" tagboard, displaying two comparative diphthongs (ow, as in crow, ow as in cow) to establish the fact that these vowel teams look alike, but sound different.

Example:

Letter Teams

	Lo͝ok Alike	
snow	ow - ow	how
blouse	ou - ou	country
brook	oo - oo	soon

	Sound Alike	
auto	au - aw	saw
mouse	ou - ow	owl
boy	oy - oi	oil

Place in the pocket chart the key words auto and saw. Direct the pupils to tell in what way the words are alike. Reproduce the sound of other words that are like the key words auto and saw. Hold the words up side by side, and ask the pupils what letters in the two words have similar sounds. The purpose is to recognize the auditory similarity of the au and aw.

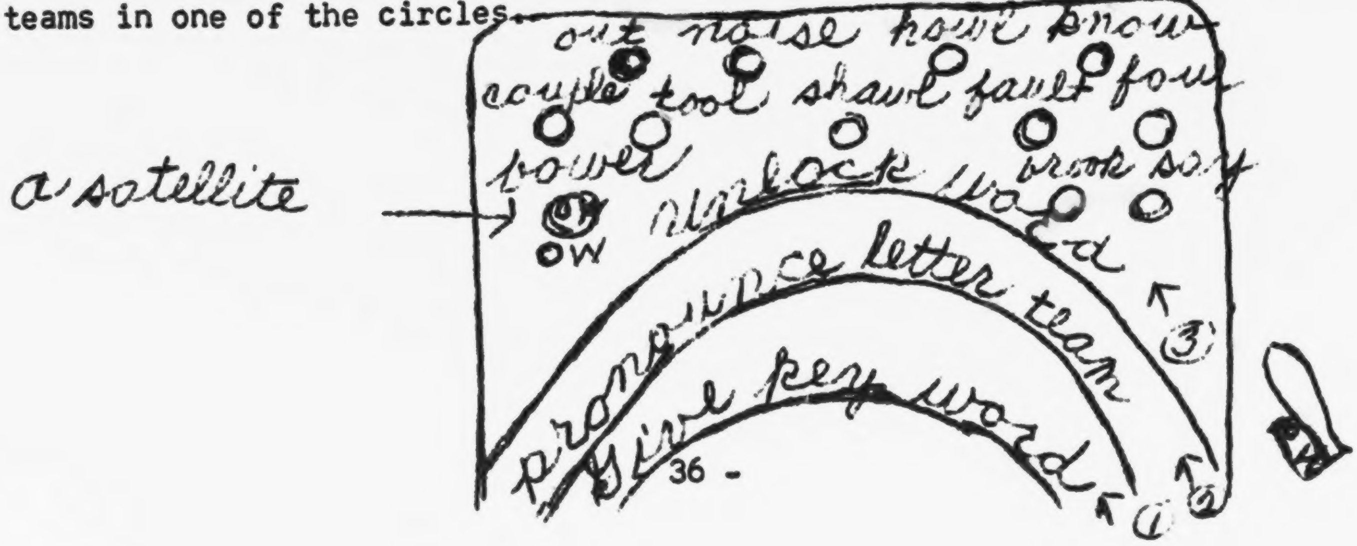
Deal out four cards to each pupil, face down with au and aw words written on each card. Ask the pupils to turn the cards up, one at a time, pronounce the word, say the key word, and place the word card under the proper key word in the pocket chart. Follow the same procedure with mouse and owl, and oi and oy.

Emphasize the fact that oy is usually at the end of a word, or syllable, and oi is in the middle. In our language system we don't end a word in an "i", so we write it boy instead of boi.

Have each child print the following letter teams on separate cards, |au - aw,|ou - ow,|oy - oi.| Have them hold up the correct card when a word is pronounced that contains the sounds on their cards. Check the raised cards. To increase visual discrimination, have pupils make as many words as they can listing the words under the proper key words.

auto	saw	house	owl	oil	boy
cause	straw	cloud	bow	foil	Roy
August	draw	bounce	crowd	join	toy
because	slaw	cloud	cow	coin	loyal
pause	crawl	out	drown	moist	destroy
caught	dawn	about	growl	point	enjoy
taught	lawful	count	clown	noise	boyish
fault	shawl	scout	nightgown	joint	convoy

To reinforce visual perception, make six rocket cards with the letter teams au, aw, ou, ow, oy, oi. Draw on the board, or on chart paper the chart below. Give the key word. Pronounce the letter team. Unlock a word. If the pupil does all three successfully, he reaches outer space and his rocket becomes a satellite. He gets a chance to write his letter teams in one of the circles.



You may follow the same procedure with the ow - ow, ou - ou, and oo -oo letter teams. Oo can be pronounced as ū in (bloom), as u in (cook), as ō in (door) and as ū in (blood). The latter are infrequent, so they may be taught as exceptions.

The pupils have already learned the long o sound of ow, so now he should learn the ow sound as in cow.

Ou has numerous pronunciations as ou in blouse, as long o in course, as short u in touch, and as ȯ in cough. He should learn the pronunciation of such common words as house, country, your, and cough.

Related Activities

1. Read the following sentences silently, then read them orally and name the words containing the diphthongs ow and ou.

   a. The clown went into the house.
   b. Count the cows under the tree.
   c. The cowboy shouted to the people.
   d. The lion howled at the sound of music.

In the first column write all the ow words that have the long o sound.

In the second column, write the words which have the ow sound as in cow.

how
now
town
throw
flower

grow
slow
crow
shower
fellow

growl
bowl
clown
rainbow
snowman

grow	how
________	________
________	________
________	________
________	________
________	________

Read each sentence. Find the missing word and write it in the space.

1. We heard the ________ clap of thunder

2. The dog _______ at the man

3. I ________ a penny in the street

4. The ______ has a funny face

shout
loud
mouth

growled
grow
towel

flour
found
hound

cloud
clown
crown

The following exercise may be used to discriminate the oi and oy in spelling, and the previous drill exercises become functional.

Present the following exercise to the children by asking:

If o - i is oi, how would you spell oil?
If o - y is oy, how would you spell boy?
If o - i - l is oil, how would you spell soil? foil? broil?
If b - o - y is boy, how would you spell joy?

Spelling Lesson

moist
enjoy
noise
spoil
coil
toy
joyful
joint

Sentence Dictation

1. Roy gave the boy a toy.
2. Did you enjoy the joyful noise?
3. The soiled shirt was spoiled with oil.

Review of the Diphthongs

Write the following exercise on the board, and have pupils form words by supplying oy or ew in the first column. In the second and third columns have them form words by supplying oi, ou, or ow.

Oy Ew

b _ _
t _ _
d _ _
r _ _
f _ _

Oi Ou

c _ _ n
sh _ _ t
c _ _
cl _ _ n
l _ _ n

Ow

d _ _ n
r _ _ nd
sp _ _ l
s _ _ nd
p _ _ nt

The Murmur Diphthongs (er, ir, ur, ar, or)

The consonant sometimes influence the sound of the vowel. The letter r, when following a single vowel, changes the sound of the vowel. The vowel is neither long nor short. In words which end in e the vowel is usually long (sore, desire, etc.)

With the triplets er, ir, ur, one cannot tell by the ears (the sound of the word) which it is. One can only tell the difference by the eyes.

Purpose:

To introduce the concept that the letter r usually affects the vowel sound that precedes it.

Procedure:

Help the pupils to recall Vowel Rule 2 relating to short vowel sound. Write a list of short vowel words, and insert the letter r to note the influence of the r.

Short Vowel Sounds

pat	a	part
them	e	therm
bid	i	bird
pot	o	port
bun	u	burn

Pronounce the new words and note that the vowel sounds have been changed by the r.

Write the word dollar on the board, divide it into syllables, and note the influence of the r on the a (dollar). Discuss the similarity of sound of ar - or - er, and call attention to the diacritical marking in the dictionary, and write it on the board.

Write the following pronunciation key on the board.

ar - - - - arm
ar - - - - care (followed by the silent e)
er - - - - maker
or - - - - orb
ur - - - - turn

Related Activities:

Flash the following words on a flash card and ask the pupils to identify the diphtong and say the word:

stammer
thirst
part
park
nurse
whirl
worm
torn
better
church
burn
skirt

Sentences to Dictate

1. We eat corn and pork with a fork.
2. Hark! I hear Carl playing his harp.
3. I took a dare to stare at Clare.
4. The leather purse is better than any other.
5. The doctor picked pepper in the storm this morning.

Write a word that will complete each rhyme

1. See the green fern
   Beyond the next ______
2. Sue will use her nose
   To smell this ______
3. I will pet the kitten sir
   Just to hear him _____

1.	turn	burn turn harm
2.		pose close rose
3.		fir purr her

Suggested Materials

Your Child Can Learn to Read, Kentworthy
Eye and Ear Fun, Webster Publishing Company
A First Course in Phonics, Educators Publishing Service
Phonics We Use, Lyons and Carnahan
Reading With Phonics, J. B. Lippincott Company
Introduction to Diphthongs, Anna Gillingham

References

Hay, Julie and Wingo, Charles, Reading With Phonics, Chicago, J. B. Lippincott Co., 1954
Bond, Guy L., and Tinker, Miles A., Reading Difficulties; Their Diagnosis and Correction, New York: Appleton - Century - Crofts, Inc., 1957
Bond, G. L. and Wagner, E. B., Teaching the Child to Read, Revised Edition, New York. MacMillan Co., 1960

Prefixes

A prefix is a syllable which is added to the beginning of a root word. Being able to break a word into its root, prefix and suffix is a valuable skill in developing meaning for a word. This however is not enough. The pupils must know the meaning of the prefix and suffix. The teacher should make clear to the pupils that the prefix changes the meaning of the word.

Purpose:

To develop the ability of the pupils to recognize prefixes, to know their meaning and significance in changing word meaning.

Procedure:

Present the following chart to pupils, discussing the meaning of each prefix, and how they affect root words.

Prefix	Meaning	Example
un	opposite not	untie unkind
dis	opposite	disagree
re	back again	regain recall
ex	from	**export**
pre	before	preview
in	in not	inlaid incorrect
im	in not	impress impolite
en	in into make	enclose enforce encourage

Write on the chalkboard the following sentence and have it read: The sick lady was not able to walk. Have a pupil re-read the sentence, substituting a prefix that means not able.

Write paired sentences, have pupils dramatize the sentence.

John tied his tie. John untied his tie.

Help the pupils discover that the prefix un means not and opposite.

Present the chart, read the directions. Uncover one line at a time, and ask pupils to find the root word and take off the prefix.

Develop the remainder of the chart by having children add more words using prefixes, and give their meaning.

Related Activities

Pronounce the following sets of words, and ask pupils to supply one word that means the same as each set of two words by adding the prefix un, dis or re to the beginning of one word in each set:

spell again (respell)
pack again (repack)
not clean (unclean)
not obedient (disobedient)
not safe (unsafe)
read again (reread)
run again (rerun)
not happy (unhappy)
not pleased (displeased)
not afraid (unafraid)

Write the following sentences on the board. Ask individual children to read each sentence and add the correct prefix.

1. Please _______read the book.
2. My mother ______likes vegetables.
3. I will _____place the broken cup.
4. Do not _____tie the rope.
5. Many _____trusted the stranger.
6. I am _____pleased with your conduct.
7. You must _____check your room.
8. I will _____lock the door.

Read each sentence. Find the missing prefix and write it in the space.

1. We will ___read the story today.
2. Do you ___like going to school?
3. John is __like his twin.
4. The teacher will ___miss the class.
5. Please __wrap the package that you
   __wrapped.

re
un
un
dis
un
dis
dis
re
un
re

Underline the root word of each of the following words:

disappear
dislike
discuss

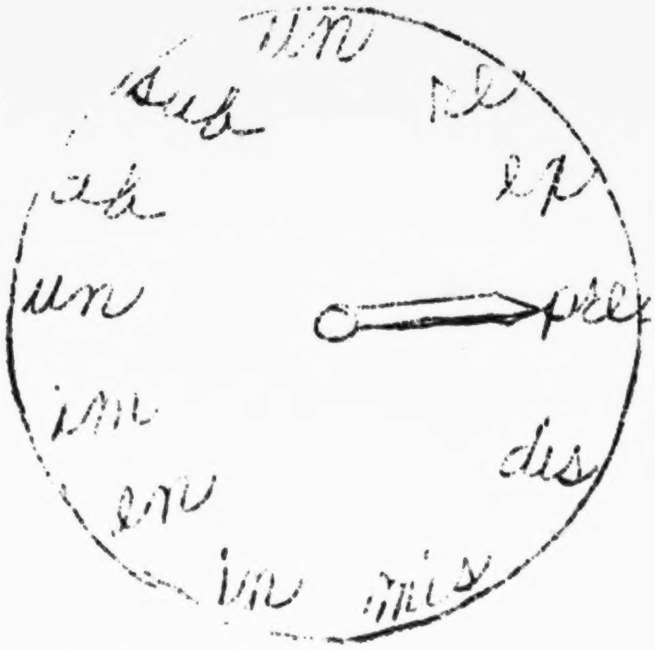
display
disappoint
dismiss

disorder
disagree
disgrace

Read each sentence. Find the missing word and write it in the space at right:

Now you can see the clouds Now you don't You say they ________	disappear disturb distract	disappear
When you do not like a thing, you can say that you _______ it	disturb dislike display	dislike
When we talk over plans for a vacation. We _____ our plans.	distrust displace discuss	discuss
Judy and Jill do not agree on the page for the lesson. We say they ________	disappear discuss disagree	disagree

For variety and motivation make the following prefix wheel. On it, print the nine prefixes that are on the chart. Have two teams. Give each team prefix word cards and let them take turns spinning the pointer alternately. If the child holding the word with the indicated prefix pronounces it and uses it in the sentence correctly, he gains a point.



Pupils may be asked to add a prefix to a word to make it convey the meaning of a given definition, as:

Prefixes:

in - into, not
ex - out of, from
mis - wrong
un - not, opposite

_____port - to send out of port
_____lead - to do wrong
_____kind - the opposite of
_____complete - not finished

Suggested Material

Ginn Word Study Chart
EDL Tach X - Tachistoscope and discs

Prefixes and Their Meanings

Underline the prefix and write the meaning of each word below:

1. unhappy
2. repay
3. unlike
4. recall
5. untrue
6. repaint

Words with Prefixes

Use the correct word in each sentence below. The words must have the prefix re or un.

1. John is ______ because his dog is sick.
2. I can never ______ you for saving my life.
3. The accident was _____ the report that was written in the newspaper.
4. I can't _____ how the stranger looked.
5. The boys gave an ________ picture of the strange animal.
6. My father will _______ the car.

A First Course in Phonics

Happy Time With Sound Series, Allyn and Bacon, Inc., Chicago
Instructor Basic Phonics Series, F. A. Owen Publishing Company
Conquests in Reading, Webster Publishing Company
My Word Study Book, Educational Service, Inc.
Phono-Word Wheels, Steck Company

References

Smith, Nila Banton, Reading Instruction For Today's Children, Prentice Hall, Englewood Cliffs, New Jersey, 1963

Recognition of Suffixes

Purpose:

To develop the ability to recognize suffixes, and show how they affect word meaning.

Procedure:

Suffixes should be introduced when children encounter an experience with a word containing a suffix. It should be done through generalization from a known sight word containing the suffix.

If the pupils encounter words like walking, joyful, etc. write the root word opposite each word and discuss. Ask the pupils to make sentences from the root word, and then use the word with the suffix in the sentence, and note the difference in meaning of the sentence.

Write on the chalkboard the following sentences, and have them read.

1. The child was left without a home.
2. We saw an animal without a head.

Ask the pupils to think of one word which could be used in each sentence in the place of "without."

Help the children discover that the suffix "less" means without.

Present the chart as follows:

less - without
ly - in a way
y - like a
full of

ness - state of being
ful - full of
en - to make
made of

thoughtless man - without thought
skipped happily - in a happy way
noisy - full of noise
sunny - like the sun
sadness - state of being sad
joyful - full of joy
widen - to make wide
wooden - made of wood

Emphasize the fact that a suffix is added to a root word, and changes its meaning. Proceed with one suffix at a time, discussing the meaning of each suffix and have the pupil make sentences, using the word to show its meaning.

To provide extended practice in using suffixes write a list of root words on the board, and have pupils add the suffixes, and use the words in sentences.

It is also good at this point to determine if the pupils are able to discriminate between prefixes and suffixes.

You might list a column of words, and a column of prefixes and suffixes, and have the children attach the prefixes and suffixes and use them in sentences. Tell the children that some words can have both prefixes and suffixes.

1. harm___
2. care___
3. rest___
4.
5. ___obey
6. ___read
7. ___paid
8. ___pleased
9. _direct___
10. _thought___
11. _health___
12. _rest____

Related Activities:

Write the following sentences; ask the children to underline the suffixes ful or less, and explain the meaning of each sentence.

Underline the root word of each of the following words. Draw a double line under each suffix.

tearful careless thoughtless restful

tearless careful thoughtful restless

Read the following. Underline the word in the column at the right that gives the best description.

1. The children played football in the street.	careful careless
2. Daddy brought mother a dozen roses on her birthday.	thoughtful thoughtless
3. We were happy to find shade after the long hot hike up the mountainside.	restless restful
4. Mary's eyes were wet as her teacher scolded her for tardiness.	tearful tearless

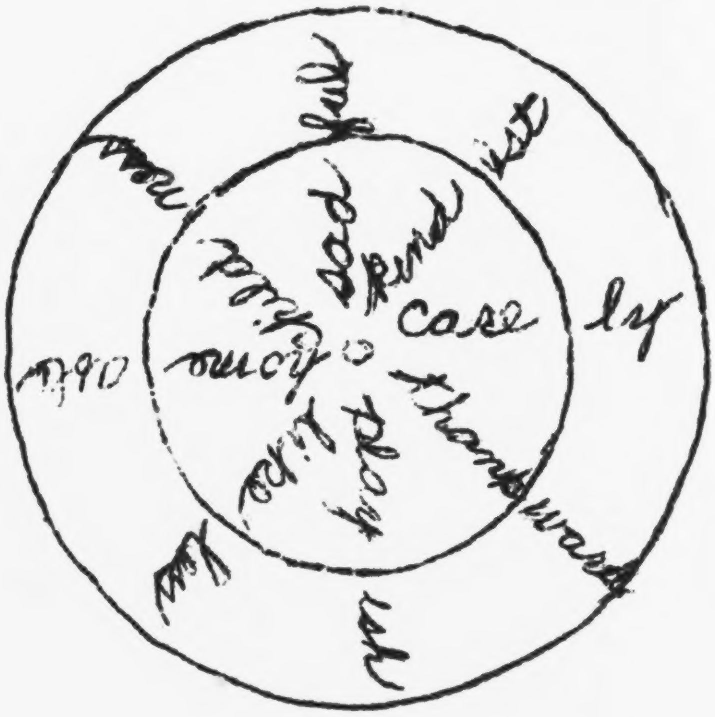
Add ness or ly to the root word given, and write the new word in the space to complete each sentence.

1. Mary was neatly dressed.	neat
2. The children skipped happily along as they talked among themselves.	happy
3. Darkness overcame us before we reached camp.	dark
4. Sadness came over Judy's face when she learned about the illness of her mother.	sad
5. It was very peaceful in the library.	peace
6. Susie was wearing a woolen dress.	wool

With older children, it may be helpful to point out that suffixes may change adjectives to verbs, as (sweet-sweeten), verb to a noun, as refer-referral and from adjective to a noun, as in safe-safety.

It is necessary to keep pupils stimulated as learning takes place. Game fun involving related practice in the special skills should be used frequently. One such game is as follows:

> Prepare on tagboard a double wheel with a fastener in the center to permit rotation. Print the suffixes on the outer wheel. On the inner wheel, print the root words. Have each child select one root word from the inner wheel. Have him form and pronounce as many new words as he can.



Endings

Introduction of inflectional endings should be made informally as the children meet these words.

The first of these endings would probably be the "s" which is added to a word to form the plural.

A real life situation should be used to develop this concept, such as showing one object, and then two objects, to develop generalization. The youngsters immediately generalize that "two" means more than one and we use the s at the end of the word.

The same procedure may be used when introducing "ing". Have a child walk, jump or talk, and write the sentence on the board while the act is being performed. Example:

Mary is jumping.

To intorduce the ed ending, write the sentence after the act is performed.

What did Mary do?
Mary jumped.

After the principles have been developed, the children may make sentences of their own orally.

After the word building experience the children might read sentences containing the new words, using a multiple choice situation.

helped
1. John helping his father cut the grass.
helps

playing
2. The puppy is plays with the ball.

eats
3. Susie ate fruit for breakfast this morning.
eating

To introduce the er and est endings, flash the words late, later, and latest. Have the pupils listen very carefully to the end of each word. Ask what sounds they heard, and write them on the board. (er, est)

Illustrate the Comparative Concept by using objects of varying size, such as a tennis ball, a soft ball, and a basket ball.

Develop the word large.

Show these objects and have the pupils compare their size, starting with the tennis ball.

large larger largest

Have these words used in sentences.

Develop the rule for doubling the final consonant and the rule for dropping the final "e" when adding a suffix.

Review the rule for adding a suffix to a root word. Add er and est to each of the following words:

fast	faster	fastest
small	smaller	smallest
cool	cooler	coolest
fat	fatter	fattest
late	later	latest
happy	happier	happiest
funny	funnier	funniest
heavy	heavier	heaviest
short	shorter	shortest

Ad er or est to the given word, and write the new word in the space to complete each sentence.

1. An ocean is wider than a river	wide
2. Anne's dress is prettier than Jill's	pretty
3. My stone is the largest of the three	large
4. My brother is the tallest person in our family	tall
5. I can run faster than you	fast
6. Our room is the quietest room of all	quiet
7. The cardinal is the prettiest of all birds	pretty

Suggested Material

Building Reading Skills, (Jet Plane and Rocket Books)
Phonics is Fun - Book 2
Phonics We Use, Books B and C
Working With Sounds, Book C and D

Commercial Aids

Instructor Suffix Cards
Flash X Suffix Disc
Webster Word Wheel
Prefix and Suffix Card (Kentworthy)

References

Hildreth, Gertrude, Teaching Reading
McKee, Paul, The Teaching of Reading in the Elementary School

Syllabication

Much learning in word attack can be simplified if pupils are able to apply principles of syllabication. If the reader does not know how to use this and previously mentioned techniques for word attack, his oral and silent reading is slowed down, and interferes with good comprehension.

In teaching syllabication, the teacher must first work on auditory perception (ear training).

1. Help the students to hear that each syllable has a vowel sound. Begin with monosyllabic words, then use words of several syllables.
2. Help the students hear the number of syllables by sounding each syllable distinctly, but not over emphasizing. It is better to begin with words containing double consonants, as pretty, letter, kitten, etc.
3. In polysyllabic words, teach pupils that one syllable, called the accented syllable, gets more emphasis. Ask: "Which syllable is stressed in the word market?"
4. Help the student understand that in polysyllabic words the vowels in unaccented syllables usually have the schwa (ə) sound as in carrot, about, direct, etc.

   The schwa is a symbol which represents the absence of stress in a vowel. Any vowel having this weak sound, sounds like uh, but is said more quickly. Words with the schwa sound seem to cause trouble in spelling, since all unaccented vowels have the same sound.

5. Next comes the associative technique of ear-eye training. After developing effective auditory acuity pupils should learn to apply principles and be able to recognize syllabic parts of words visually according to the three main rules for dividing words into syllables.

Rule 1. If two consonants come between two vowels, the word is divided between the consonants.
Rule 2. If there is one consonant between two vowels, the word is divided between the first vowel and the consonant.
Rule 3. If a word ends in le the consonant that precedes the le usually begins the next syllable.

To develop understanding of these principles examples should be shown and discussed as the rules are taught. Some examples are as follows:

Rule 1	Rule 2	Rule 3
muddy	over	cable
clapping	labor	sample
comfort	holy	thimble
justice	police	ladle

Syllabication rule 1 is referred to as the (VC:CV) concept, rule two is the (VCV) concept, and rule three is the (Consonant plus le).

The pupils must also learn that a syllable may contain more than one vowel. At times a vowel itself constitutes a syllable, as in a-bout, o-pen, etc.

Pupils must also learn that a syllable may contain more than one vowel. In this case, the two vowels are usually pronounced as one, the first one is usually long and the second one is silent (paid). You must point out exceptions.

There are two kinds of syllables, open syllables and closed syllables. A closed syllable is one that ends with a consonant, as (bad-ly). The vowel in a closed syllable is usually short. There are some exceptions.

An open syllable is one that ends in a vowel, as glo-ry, no-tice, etc. The vowel in the open syllable is usually long. The most usual exception to this rule may be the short y in the ending ly, as bold-ly, ty-pic.

Pupils must be shown that not all double consonants can be divided. Consonant blends (tr, sl, fl, pr, etc.) and speech consonants (ph, th, wh, ch, etc.) fall into this category.

Pupils should learn that certain consonants are not pronounced. Some examples follow:

Silent b after m	(lamb)	Silent h	(hour)
Silent b before all Consonants except l b r	(debt)	Silent k before n	(knot)
Silent c	(indict)	Silent l	(psalm)
Silent ch	(yacht)	Silent n after m	(column)
Silent c after s	(science)	Silent p	(receipt)
Silent d	(adjust)	Silent s	(island)
Silent d before g	(gadget)	Silent t	(whistle)
Silent g before n	(sign)	Silent th	(isthmus)
Silent gh	(sleigh)	Silent w	(wright)

Procedure:

Make a list of words on the chalkboard, beginning with the double consonant words first. Have pupils listen for vowel sounds and word parts to develop adequate auditory perception for vowels and syllables.

After a reasonable amount of auditory drill, introduce a list of words, and direct pupils to say them softly, and decide how many parts, or pronunciation units are in the word. Indicate the division, and help pupils notice the division occuring between two consonants, and explain that the syllable is closed, because it ends with a consonant, and the vowel is usually short.

On a separate chart make a list of words introducing the CVC (consonant-vowel-consonant). Pronounce the words and ask pupils where they think the first syllable would end. Help pupils discover that the division occurs before the consonant. Explain that the first syllable is open, because it ends with a vowel, and the vowel sound is usually long.

Follow the same procedure with the consonant and le ending.

Present the chart and read the rules, showing pupils how they apply in each situation.

Related Activities:

Prepare a list of words with two and three syllables. Pronounce the words distinctly and at normal rate. Have pupils listen for syllables, and indicate by holding up the number of fingers that correspond to the number of syllables.

Use the same list of words, and ask pupils to observe where the syllable ends, and name the vowel in each syllable.

On a tag board print the headings Closed Syllable and Open Syllable. Place these in the chart holder. Distribute words to pupils with first syllables. Place second syllable in pocket chart. Ask pupils to identify the syllables as open or closed, and identify the vowel sound.

Divide the words into syllables:	First Syllable	Second Syllable
1. Conduct	con	duct
2. Mustang	___	___
3. Offend	___	___
4. Bandit	___	___
5. Picnic	___	___

Commercial Aids:

1. Syllabascope Materials, Wordcrafters Guide
2. Syllable Concept, Anna Gillingham
3. Suggested Procedures for Teaching Syllabication for Pronunciation
4. Open and Closed Syllables, O'Connor Reading Clinic Publishing Co.,Inc.

References:

DeBoer, and Dallmann, *The Teaching of Reading*
Dolch, E.W., *A Manual for Remedial Reading*
Harris, Albert J., *How to Increase Reading Ability*

Synonyms, Antonyms, and Homonyms:

Pupils gain much benefit from exercises with the synonyms. Initially, the exercise should be oral. The teacher might ask what word means the same as *small*? The teacher should use simple words as *running*, *cried*, *happy*, etc.

The exercise is more meaningful if the pupil uses the word in a sentence, and then substitutes a word in its place that has the same meaning.

Matching of words with definitions is another exercise that will prove useful.

	Choices
1. These are articles worn on the feet.	church
2. This is eaten by mouth for nourishment.	water
3. This is an item we use to gain knowledge.	food
4. We drink this when we are thirsty.	book
5. This is a place of worship.	shoes

Antonyms are words opposite in meaning to certain other words. The pupils may best learn meaning of words by contrasting them with their opposites. Pupils might be asked to select antonyms for a given word from a list of four or five words. Such examples may be similar to the following:

1. My brother Tom is *healthy*, but Tommy is ________.
2. My father is tall, but my mother is ________.
3. Sugar is sweet and vinegar is ________.
4. If the statement isn't true, it must be ______.
5. We cannot stay for dinner, we must ______.

Some phrases are so overworked that they sometimes lose much of their meaning.

The exercise that follows help pupils to be more discriminative in their choice of words.

Write the sentences below, substituting a more descriptive word for the underlined word in each sentence.

1. The musical was *good*.
2. We had a *fine* time at the party.
3. The parade was *terrible*.
4. The exhibit was *interesting*.
5. The music was *dull*.

Homonyms are words that sound alike but have different spellings and meanings. Quite often, they cause recognition and meaning difficulties.

An effective way of illustrating their difference in the early grade, is to use them in meaningful context.

1. It is *eight* o'clock.
2. We *ate* early today.

Some common homonyms are as follows:

tail - tale
here - hear
there - their
new - knew
blue - blew
night - knight
buy - by
bear - bare
beat - beet
mail - male
sew - so

piece - peace
sea - see
whole - hole
our - hour
week - weak
no - know
dear - deer
course - coarse
through - threw
to - too, two
steak - stake

Commercial Aids:

1. "The Right Word in the Right Place" (synonyms, antonyms, homonyms, - 39 frames), McGraw-Hill Text Film Department

References:

1. Dechant, Emerald V., *Improving The Teaching of Reading*, Prentice Hall, Inc., Englewood Cliffs, New Jersey.

COMPREHENSION

A good reader should be versatile in word attack. A child develops and maintains confidence in reading when he acquires an adequate fund of sight words, applies general rules of word recognition in context situations, and has a resource of techniques to apply when he meets unfamiliar words.

Comprehension of ideas is the goal. Skills should never be an end in themselves; they should contribute to a larger goal.

Sounding and rule learning should not be a subject that is taught, but should be used as tools to interpret and comprehend printed symbols.

Complete meaning is not conveyed by a single word. The good reader learns to interpret words in a contextual setting. He begins by comprehending words as part of sentences, sentences as part of paragraphs, and paragraphs as parts of stories.

To develop comprehension and interpretation skills and abilities the teacher should consider the following steps:

1. An interest background should be developed for thoughtful reading. Too frequently students begin reading without really being ready.

2. Important words should be introduced for vocabulary understanding. Not only should the pupils be able to recognize words that they will meet in the story, but should know the meaning.

3. Pupils read with better understanding when they are looking for answers to significant questions. First reading of any material should be done silently. Emphasis should be on comprehension.

4. Follow-up questions should include various kinds of comprehension skills, as looking for the main idea, critical thinking, understanding sequence, etc.

Thought-Development Questions promote the following comprehension skills:

1. Understanding main ideas
2. Understanding details
3. Understanding sequence
4. Inferential thinking

Nothing contributes so much to the improvement of reading as does good vocabulary training. This training should include learning more about words already known, and learning new and unfamiliar words.

Since there are many times each day when students and teachers need to read aloud, the following practices should contribute to superior oral reading.

1. Make certain that pupils are reading at their Instructional or Free Reading Levels. If for any reason a student is reading in frustrating material, avoid having him read orally.

2. Make certain that students read silently any material before it is read aloud. This assures greater comprehension and makes it possible for the student to share ideas when he reads aloud, rather than just say the words.

3. When directing a reading lesson in any book the reading should have a purpose. Encourage students to listen to oral reading rather than to follow it in the book. The reason for oral reading should set the reason for listening. Ask students to read in different ways, e.g., sentences with color and spirit. Contrast dull word-by-word reading with the best oral reading. Read sentences both ways.

INTRODUCTION

Successful reading must be recognized as one of the most pertinent factors for achieving in school and everyday living. To be successful the pupil must be able to interpret the printed page accurately and with meaning.

In order to help the student overcome his difficulties, it is necessary to begin at his own level of learning. This may mean starting several grade levels below his school grade.

A student progresses more rapidly when he experiences a sense of satisfaction of achieving rather than continuous failure.

Each student must be encouraged to reach his potential capacity. To develop this goal, the teacher should make the work so stimulating that motivation is intrinsic as well as extrinsic. In reading instruction, no one method is prescribed. Techniques may be as complex and varied as are the many causes of reading problems. Any method or technique that proves successful and satisfactory may be applied. Also any method or technique can fail if it is improperly presented and inadequately motivated. Materials and equipment that hold the pupil's interest should be used in the reading program.

Whether reading training is given at the elementary or secondary level, the specific purposes should be the same:

1. To diagnose the cause of the reading problem
2. To provide corrective and preventive methods for the student
3. To develop confidence in pupils
4. To reinforce skills in the mechanics of reading
5. To acquire a good fund of sight words
6. To find the level of instruction for each pupil
7. To develop the ability to apply different techniques in unlocking unfamiliar words
8. To develop the ability to comprehend the printed pages
9. To provide sufficient motivation, thus improving reading attitudes
10. To develop good oral and silent reading habits

The best teaching practices are the best remedial practices. The basis for success is understanding, patience, optimism, and skill. The pupil who has been insufficiently motivated, or for some reason missed some of the early reading skills, must not be left to the fate of failure. His weaknesses must be diagnosed and help given to correct them.

Remember that comprehension of ideas is the goal of reading. Word attack skills must never be an end in themselves. They must assist the larger goal. If they affect understanding and fluency in reading they are over stressed. Never have the pupil feel that you are just teaching sound of letters and rule learning. These have a place. They are tools to be used in making a better reader.

Provisions for individual differences in reading ability are included in the remedial reading program. Remedial instruction is simply using techniques and materials that are geared to the child's needs.

One of the most important aspects of any reading program is to find out first where the child is, and how difficult a book the child can read. Is he reading material on his instructional level, or is he "holding" a book at his frustration level?

Determining Reading Level Skills

The most important and difficult aspect of a reading program is to find the child's reading level and level of word analysis skills. How can a teacher determine these levels?

The diagnostic analysis of reading skills may be made through standardized tests, reading surveys, workbook exercises, observation of pupil performance during reading lessons, and Informal Reading Inventories.

The Informal Reading Inventory tests the pupils at various levels of difficulty. The Instructional Level is that level at which a student can perform satisfactorily under the guidance of the teacher. (The student recognizes at least 95% of the running words in a story, and can comprehend at least 75% of the material read. The word recognition errors should not total more than five words per hundred.) The Independent Level is that level at which the pupil can perform adequately without assistance. His reading should be fluent with no more than two word recognition errors per hundred words, and very good comprehension recall. The Frustration Level is that level at which the child's reading skills are very poor, and comprehension breaks down. This may be indicated by regression, squinting, fidgeting, hesitancy, and a decline in comprehension to below 75% of the material read.

There are several methods of determining the proper level of a pupil's achievement in reading. One is the "Class Survey Method" in which the teacher uses a basal reader, asking the pupils to read sentences with each pupil taking a turn, until everyone has read three or four sentences each. This serves as a quick screen in disclosing mastery of the mechanics of reading.

A quick test on comprehension may be given for initial screening by choosing a selection of about 2 or 3 pages near the beginning of a basal reader. Have pupils read silently, and at the end of the silent reading have the pupils answer questions that have been prepared. Pupils should write the answers on paper that has been provided by the teacher. Answers should be brief. Pupils who fail to answer 75% correctly are likely to have difficulty in understanding the book.

Using book samples is preferred, especially when the class is not too large, and the teacher can work it into her program.

The teacher starts with a well graded series of readers, starting with the very easy reader for the child, and goes up through the series one book at a time until a frustration level is reached.

A starting place should be marked off by the teacher using fifty word selections for pre-primer, one hundred words at primer level and first reader levels and two hundred word selections above second reader level.

When pupils are able to read above the third grade level, they should be tested in both oral and silent reading.

In evaluating oral reading the teacher should check the following: Mispronounced words, repetition, omissions, words aided, insertions, and poor phrasing.

After the pupils' instructional reading level has been determined, plan for appropriate grouping.

When the range of ability in classes is wide, it is necessary to devise reading groups, primarily on the basis of reading grade levels.

The simplest form of grouping is dividing the class into two groups: those who can read at normal grade level, and those who cannot. Abilities will determine the size of the groups.

The two-group plan is probably the most effective for a teacher who is new in the techniques of group instruction. As he becomes familiar with the pupils and their needs he can increase the groups, and even intersperse some individualized reading. This should not supplement the basal reading program, but take the form of independent reading.

Sometimes two groups will not suffice. Even three groups are not enough in some situations because of the complexities of special needs.

Material:

To provide for the varying reading levels, and special needs, a well rounded reading program should include the following:

1. Children's magazines and picture magazines
2. Reference books
3. Reading games and aids
4. Several sets of basal readers ranging from low to a difficult level
5. Classroom library
6. Teacher devised material to fit special needs
7. Workbooks to accompany basal readers
8. Workbooks that provide additional practice in reading skills
9. Programmed readers for individualized self-check reading

In most group plans at least two different levels of reading material are required, one on normal difficulty level, and one for below normal difficulty level.

2

RESUME OF SUMMER READING PROGRAM

Formal and informal methods of appraisal were used in the Reading Center this summer to determine the most comfortable level at which the pupil could profit with the help of the teacher.

The purposes of this program were:

1. To diagnose and identify pupils needs and provide a program of activities and materials which would adequately meet these needs
2. To extend the use of phonetic and structural analysis in the recognition of new word forms
3. To include material and exercises to help the child recognize key words at sight, to use visual discrimination and auditory perception, and to apply phonetic and structural analysis in unlocking new words
4. To stimulate interest and enjoyment for reading
5. To develop the ability to comprehend and organize what is read

A brief resume of the problems and procedures that follow is an attempt to give the teacher an overview of the program and to establish guidelines that might be helpful for follow-up activities.

The common problems encountered were:

1. Limited auditory and visual discrimination with long and short vowel sounds
2. Lack of ability in auditory blending and visual synthesis
3. Inability to relate vowel concepts in syllabication skills
4. Faulty word identification and recognition
5. Failure of pupils to recognize words containing vowel digraphs and final e endings and to apply the vowel principles in attacking unfamiliar words
6. Inability to recognize letter units (phonograms) which make word sounds; to make a complete word by selecting the correct initial letter or letters.
7. Lack of ability to discriminate vowel teams in a word and be able to apply specific principles which aid in word analysis; and inadequate knowledge of the effect of the final e on a vowel sound in a word or syllable.
8. Deficiencies in recognizing letter combinations that look alike but may sound differently (ow-ow, ou-ou, oo-oo), and letter teams that look different, but may sound alike (au-aw, ou-ow, oy-oi)

Procedures and Activities:

It was discovered that most of the pupils were deficient in auditory discrimination. They failed to hear sounds, so the first objective was to guide those pupils to listen carefully, and to discriminate.

Practice in auditory discrimination was utilized by having the pupils listen for specific sounds as the teacher pronounced the words. Following this procedure, the pupils were asked to reproduce the words as they were placed in a pocket chart, with emphasis on a specific skill.

Visual discrimination was stimulated by having pupils say the word, look at the word, and write it. To develop a functional situation short sentences that contained words involving certain skills were dictated for pupils to write.

The skilltext workbook provided a wealth of exercises to reinforce previously learned skills.

The Ginn Word Study Chart was very helpful in increasing efficiency in auditory and visual discrimination, and applying principles in vowel concepts and syllabication.

Various games were used to maintain skills. These games served as motivating factors, and at the same time presented a learning situation. Pupils thought of learning as fun.

Some of the activities may be summarized as follows:

1. Review of short vowel sounds, using the Vowel Lotto Game, and the Webster Word Wheel
2. Practice with mixed vowel words, having the pupils give sounds they heard in each word
3. Use of Skill Builders for practice exercises, and finding related words in the story
4. Review of principles of long and short vowel sounds
5. Syllabication skills, emphasizing position of vowel in each syllable, determining the sound
6. Supplying missing vowels in words
7. Vowel teams and magic e vowel principles were introduced and developed with the use of the Ginn Word Study Chart, the Ideal Vowel Cards, and the pegboard (a pocket chart may be used for the same purpose)
8. Development of visual discrimination through the use of the Instructor Basic Phonics Cards with pictures (Digraphs).
   a. Pupils pronounced the words, and listened for the one vowel sound
   b. Pupils indicated long vowel sound with a macron and crossed out the silent vowel
   c. Exceptions were discovered by pupils

9. Vowel principles were discussed, and applied in functional situations (Discouraged learning of long complex vowel rules). Encourage pupils to understand principles, and be able to apply them

10. Established the fact that letter teams au-aw, ou-ow, oy-oi look different but may sound alike

    a. Pupils listened to the word, and repeated it after the teacher (listening for similarity of sound)

    b. Words were placed on the board and pupils observed visual differences

11. Auditory and visual discrimination exercises were done in the same manner with words that look alike but sound different (ow-ow, ou-ou, oo-oo)

12. Pupils classified words with similiar sound under the correct key word on the chart

The following materials were used to establish the preceding skills, and to transfer knowledge to real life situations

Material:

- Skill Builders
- Reader's Digest
- Basic Goals in Reading
- Eye and Ear Fun Practice Books
- Ginn Word Study Chart
- Working with Sound, Series C
- Time for Phonics
- First Course in Phonics
- Phonics We Use
- Conquests in Reading
- Word Analysis Skills
- Webster Practice Reading Cards

Aids:

- Phonics Word Wheel
- Vowel Lotto
- Doghouse Game
- Dolch Sight Words
- Dolch's Popper Words
- Owen's Phonics Cards
- First Phonic Slide Rule
- The Flash-X Viewer and Sight Word Cards
- Tachisto-flasher
- Filmstrip machine
- Phrase films

The exercises and drill that were used to enhance and reinforce the skills were not used in isolation. Drill in isolation becomes meaningless, and ineffective. Drills should be used as tools by which the pupil can utilize them in opening doors to optimum reading.

Keeping in mind the need for a well balanced reading program, guided reading was used as well as word analysis skills. Pupils were placed at their instructional level, and grouped according to their capacity to achieve. A basic reading program was followed by maintaining the following procedure: (1) Building a background of the story to be read (2) Presenting the vocabulary (3) Developing a purpose (4) Silent and oral reading (5) Comprehension exercise (6) Follow-up activities.

When serious reading problems occur in the intermediate grades, the teacher feels that she should go back to the beginning skills, but isn't quite sure that she knows how. It is necessary that teachers recognize the fact that some older children will still need some of the basic skills taught in the elementary grades. The sooner this is discovered, the earlier corrective procedure can begin and the problem corrected. The following pages will contain suggestions for remedial activities that might prove helpful in working with some of the more common reading problems.

Motivation:

One cannot overstress the importance of motivation in learning. There has to be intrinsic motivation. Some pupils are eager to learn, and the task of the teacher isn't quite as trying. We find pupils who are not anxious to learn. These become our most frequent problems. The teacher should use all of her resources in trying to encourage the child to read what she has to offer. This is one of the criteria of a good reading program.

The teacher may use the following ways to motivate pupils:

1. Exhibit a love of reading by her feelings for books (reference to books, caring for books, displaying interesting books in the reading center, etc.)
2. Read to children at their enjoyment level to arouse curiosity about books
3. Read poetry - read it to pupils, read it together, and stimulate them to write creatively
4. Encourage children to create stories from pictures, or a caption that has been placed on the chalkboard
5. Organize a "Let's Find Out" club, and group pupils according to interests

With the preceding resume of needs, techniques, and activities used with pupils in a remedial situation, it is anticipated that the skills will be reinforced.

The suggested activities and procedures to follow have been designed to motivate and encourage pupil participation through seeing, listening, thought stimulation and functional application.

SUGGESTED READING ACTIVITIES

Sight Words

The fundamental goal of reading instruction is to increase the student's power to comprehend and interpret the written words.

Before a pupil can comprehend, he must have an effective and versatile technique in word attack skills, and must possess an adequate fund of sight words.

The term, sight words, is used to denote those words that children learn to recognize by sight without the aid of any of the other identification techniques, such as phonics, structural analysis, context clue, picture clue, etc.

The child accomplishes his first recognition of sight words through the use of various cues and clues, configuration, letter details and meaning clues.

Some effective ways of establishing sight word recognition is by (1) using words in sentences that tie in with some vicarious experience of the pupils, (2) using a variety of meaningful games, (3) making a chalkboard dictionary, (4) labeling pictures, (5) preparing individual word booklets, (6) using key sentences dictated by the children themselves, and (7) making experience charts.

Purpose:

To develop the ability to recognize words quickly and accurately.

Procedure:

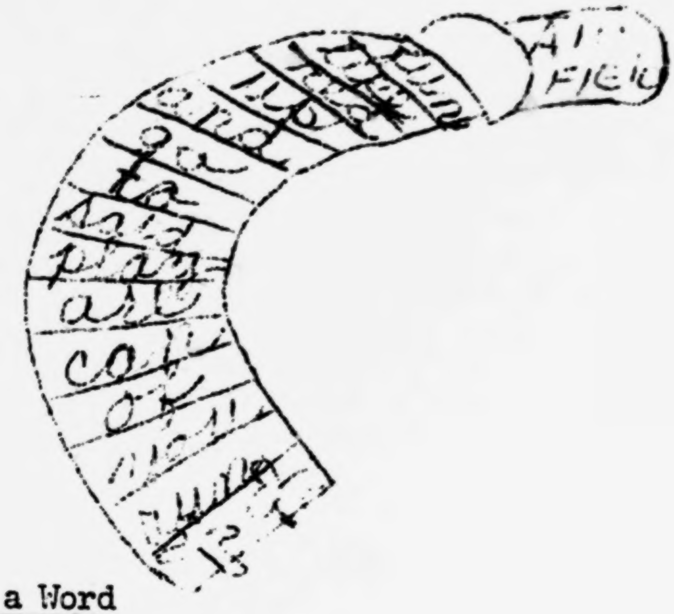
1. The word may be introduced by the teacher in a spoken sentence or story, and if the word is unfamiliar, the sentence can be written on the board, and the word can be underlined.
2. The words may be written in phrases, or word cards rearranged to form new sentences.
3. This may be followed by workbook exercises in which the word is to be matched with a picture, and written into a incomplete sentence.
4. Another procedure is to introduce the word with a picture.
5. Pupils may use picture dictionaries.
6. Pupils may construct their own dictionaries, drawing their illustrations, or cutting pictures from magazines.
7. Flash cards may be used to build sentences, to test new words after they have been taught, and to develop speed of recognition after the words are known.
8. Pupils who have very poor visual imagery, may require the kinesthetic approach (tracing) or the visual-motor in which he says the word as he writes it.

Related Activities:

1. Draw a line under the right word.
    a. Mother put milk and water in a (pot), (pole), (pool)
    b. Mary is going to make some (soup), (sap), (sweet)
    c. John carried the pot to the (stop), (stick), (stove)

2. Airplane

    Draw a spiral path on a sheet of paper with a hanger at the end of the path. Divide the path into sections in which are printed drill words. Two players have a small cardboard airplane and duplicate sets of 1"x2" cards containing the same words that are on the path. The game begins with both airplanes in the lower left space and with each player's cards face up. The first player reads the word on his top card. If the word is the same as the one in the first space of the path, his plane is moved to that space. If not he may not move. His card is placed on the bottom of his deck and the other player takes his turn. The winner is the person whose plane reaches the hangar first.

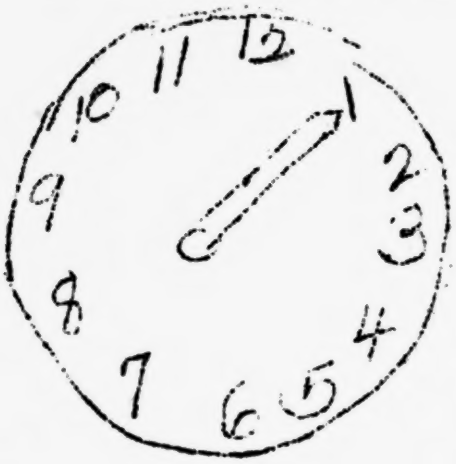


3. Erase a Word

Children are asked to choose teams and stand in two lines at right angles to the chalkboard. The teacher writes on the board two lines of words of equal difficulty, as many words as there are children. At a signal the first child in each line says the first word in his column. If he is correct, he is allowed to erase the word. This game takes the form of a relay race.

Independent Activities:

1. Self learning with picture cards
2. My Word Book (The words the child learns can be put in his vocabulary book)
3. Wheel of Chance
4. Matching Words With Pictures
5. Rapid tachistoscope Drill



1. had
2. come back
3. jump the fence
4. want
5. likes
6. barn
7. went
8. something
9. what
10. here
11. ran away
12. play

Wheel of Chance:

A large cardboard clock face is numbered from 1 to 12, or more, and fitted with a large movable hand that is held in place by a fastener. Beside the clock face the same number of words or phrases are written on the chalkboard, or a large sheet of paper. A child is called on, he flicks the hand with his finger, sees the number at which it stops, then reads the printed word that corresponds with the number on the clock.

Commercial Aids:

1. Dolch's Basic Sight Cards
2. Group Word Teaching Game
3. The Webster Word Wheel
4. The Flash-X Sight Words
5. Dolch's Popper Words (2 sets)
6. Dolch's Picture Word Cards

References

1. Paul McKee, The Teaching of Reading in the Elementary School
2. Albert J. Harris, How to Increase Reading Ability
3. Martin Botel, How to Teach Reading, State College, Pennsylvania Valley Publishers, 1959

Initial Consonant Sounds

Purpose : To develop auditory and visual perception of consonant sounds that will help pupils unlock new words.

Procedure: Teach consonants groups for the most effective speech. Group the consonants that use the same speech muscles. Lip sounds are taught first because they are front sounds, and are easily perceived.

Examples:

1. Lips are shut, then opened

Breath	Voice	Nasal
p	b	m

2. Lip - Teeth Sounds

Breath	Voice
f	v

3. Upper Tongue Tip - Teeth - Ridge Sounds

Breath	Voice	Nasal
t	d	n
s	l	
	r	
	z	
	j (d-zh)	

4. Back of Tongue Sound

Breath	Voice
k	g

Unvoiced Consonants

f - fat
h - hat
k - (c) - kit, cat
p - pan
s - set
t - ten
ch - (tch) - chin, match
sh - ship
th - think
wh - when

Voiced Consonants

b - bat
d - dig
g - get
j - (dg) - jet, edge
l - lad
m - man
n - net
ng - sing
r - ran
v - van
w - wet
y - yes
z - zoo
zh - measure

Use key pictures to teach each consonant sound, for example, use a picture of a fan to represent the f sound.

Let pupils use a mirror if possible, as long as the mirror doesn't cause too many distractions. The purpose of the mirror is to see how the sound is formed.

1. Have pupils say key words, and continue with other words that have the same beginning sound.

2. Say a number of words. If the word begins with the same sound as the key word, have pupils put thumbs up. If not, thumbs down.

3. Riddles - "Can you think of something to eat that begins like the beginning sound of fan?" (figs)
   Can you think of something you play with that begins like the beginning sound of fan?" (fiddle)

4. "What is the word I have written on the board?" (fan)
   Listen carefully as I say some words. When I say the words that have the same beginning sound as "fan," say yes softly. If you hear any other beginning sound, say "no" softly. (Write words under headings)

Yes	No
fish	ball
fun	stand
face	band

"Look at the words in the list to find out which words are alike" - The beginning sound is the same. "How are they different?" (Different in the middle and end)

Related Activities:

1. Practice Exercises in the skilltext books:
   Examples:

   The Little K_______ran away.
   Mary's d___ likes to eat.
   My book is on the d___.
   Bob took his p____ to school.

2. In selecting words for beginning consonants, be careful to select consonants followed by a vowel to avoid confusion of consonant blends and digraphs

   List:

   p - pack, pet
   b - ball, bake
   m - much, milk
   w - wish, wake
   s - safe, side
   d - duck, dime
   z - zoo, zebra
   n - nine, nice
   h - hot, hat
   g - girl, gate

   f - fun, five
   v - vase, valley
   t - tire, tan
   l - lake, let
   r - race, rise
   j - jam, jug
   k - king, kite
   y - yes, yet

3. Find words in your story that begin with these consonants. Say them and write them

b	p	t	n
____	____	____	____
____	____	____	____
____	____	____	____

4. The teacher has a list of consonants on the chalkboard like g, l, s, p, etc. She pronounces a word and has a pupil point to the letter on the chalkboard with which the pronounced word began.

5. The teacher lists words on the chalkboard and the children put a circle around all the words that begin with the same initial sound.

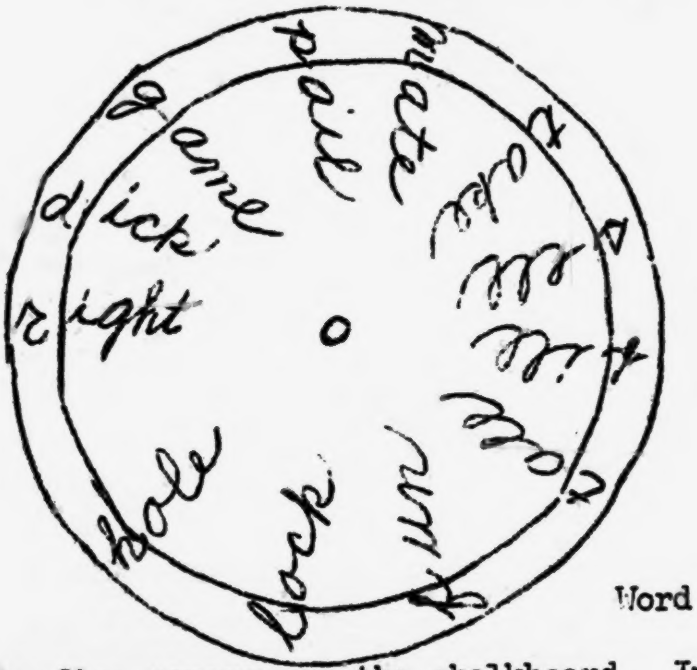
6. Word Hospital: The teacher lists on a large card the letter combinations representing the word families, such as ail, ade, ake, ill, etc. Each of these letter combinations appears in the list as many times as desired, but not in succession. At the bottom of the card is an envelope in which there are many small cards, each bearing a consonant sound. The pupils then try to find how many real words they can make out of the sick families by placing the consonant sound in front of the letters that represent the family.

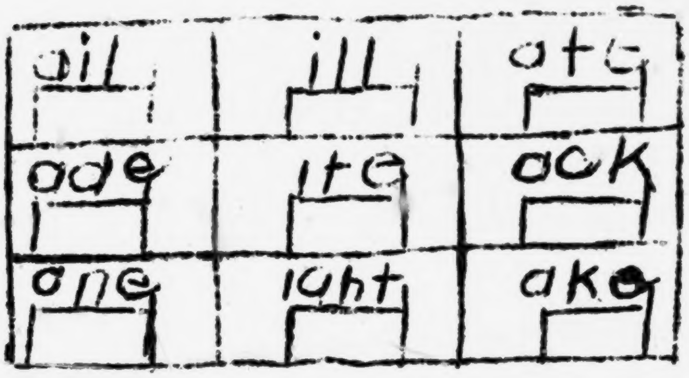
Word Hospital (For drawing of Word Hospital see side of Wheel drawing)

Independent Activities:

1. Rotating Wheel:

Two circles, one smaller than the other are fastened together at the center to allow free rotation. Phonograms are placed around the edge of the inner circle, and initial consonants are printed on the inner circle. By rotating the circle, initial consonants are combined to make real words





Word Wheel

Draw five squares on the chalkboard. In the left hand corner of each is a consonant, and beside each a list of phonograms. The children are asked to give the initial sound and form the words.

w	b	s	h	c
all	at	ail	at	all
ay	all	ell	ay	ame
ell	ell	ay	all	at
	it	ame	ow	ake

Finding Partners: This game may be played with a small group working independently (depending on the maturity level of the pupils).

One half of the group has cards bearing word families, while the other half has cards containing consonants. The pupils with the consonants pass around among the children who have the phonograms to see if they can match a word by combining cards. This continues until all cards are paired or matched.

Commercial Aids

- Phonic Talking Letters
- Phonic Rummy
- Consonant Lotto
- Phonetic Word Wheel
- A to Z Phonics cards - Word Builders

References:

1. Bond, Guy L, and Tinker, Miles A., Reading Difficulties: Their Diagnosis and Correction

2. Strange, Ruth, Constance M. McCullough and Arthur E. Traxler, Problems in the Improvement of Reading

Medial and Final Consonants

Purpose: To establish auditory and visual recognition of the consonant sounds in their initial, medial, and final positions.
To develop skill in using the phonetic approach to unlock the pronunciation of new words.

Procedure: To develop auditory perception, place in the pocket chart the picture cards best, bake, bite. Have the children name the picture, listening for the beginning sound. Ask pupils to add other words to the list that have the same beginning sound.
Write on the chalkboard the words above, labor, tablet. Guide them to discover the medial position of the same sound and same letter.
Write on the chalkboard such words as tub, mob, bib. Lead the pupils to see the same sound and letter at the end of the word.
Display a consonant chart, indicating that the underlined words in each block is called a key word, which illustrates the sound of the beginning of the word ball, robin, tub and observe the initial, medial, and final position of the letter b. Follow the same procedure with the rest of the consonants.

See chart - next page

CONSONANT SOUNDS

Key Words

Bb	ball robin tub	Mm	moon camel plum
Cc	cake become magic	Nn	Nest pony pan
Dd	duck today head	Pp	pig capital cap
Ff	fish before leaf	Rr	rake unroll teacher
Gg	goat sugar bag	Ss	sun eraser bus
Hh	house uphill	Tt	top party foot
Jj	jump enjoy	Vv	valentine invite
Kk	kite turkey book	Ww	wagon away
Ll	lamp color pool		yellow eye lay
			dizzy buzz

Related Activities

1. Ask pupils to make words containing a specific consonant. Let each pronounce his word and decide the position of the specific consonant. Write the word under the correct heading:

Beginning	Middle	End
day	sadly	bad

2. Initial, medial and final consonant substitution exercise

I like to feed my little he $\boxed{n}$

I found a pe $\boxed{n}$ ny

A little wor $\boxed{m}$ fell from the tree

A little $\boxed{m}$ ouse lives in this hole

Animal ho $\boxed{m}$ es are interesting

3. To develop auditory perception of initial, medial, and final consonants you may take the letter "t", using it in tip, pat, better, have pupils listen for the position of the sound and circle the letters b, m, or e indicating the correct position of the consonant

a. b [✓ m] e t stay

b. [✓ b] m e n night

c. [✓ b] m e h hat

d. b m [✓ e] s bus

4. Nonsense Rhymes:

To give additional practice in hearing consonants in the various positions make up little nonsense rhymes:

Rub-a-dub-dub

Rosebud bubbles
In the big bathtub

Pit-a-pat-pat
Tip-a-tat-tat
Falls the rain
Pit-a-pat-pat

Independent Activities

1. Consonant Lotto
2. Sound Dictionary, using pictures to represent respective consonants in the three positions
3. Rainbow Word Builders may be used for making words, using the same consonants in different places:

s	a	d		sad
h	i	s		his
b	u	s	y	busy

4. The Consonant Card Game may be done with pupils working together. Make sure to keep the words simple so that the pupils will be able to pronounce the word. A leader may pronounce a word that begins with b. As each word is pronounced, the children are to hold up the card on which is written the initial consonant that they hear in the word. The same procedure is followed with the consonant in a medial and final position.

   B   bat   baby   cab

5. A Final Consonant Contest: Write the following key words on the board, leg, talk, team, brown, class, need, sniff, fell, clap and great. Divide the class into five teams, and assign two of the key words to each team. Have the members of each team cooperate in making a list of words that end with the same sound as their key words. The team that makes the longest list within a given amount of time wins the contest. The same procedure may be used for the initial and medial consonants.

Commercial Aids

Ginn Word Study Chart
Group Sounding Game (Dolch)

References:

Robinson, Helen M., Sequential Development of Reading Abilities. Chicago; University of Chicago Press, 1960
Heilman, Arthur W., Principles and Practices of Teaching Reading. Columbus, Ohio, Charles E. Merrill Books, 1961

Consonant Blends and Digraphs

Purpose: To develop skills in perceiving initial consonants blends when they are heard and seen, and to strengthen ability to use these skills in unlocking unfamiliar words.

Procedure: Make small charts of the consonant blend sounds by cutting out pictures for each key word, and paste on the chart opposite the key words.

bl

blocks

black
blow
blew
blot
blouse
blanket

Present the chart with the consonant blend bl - blocks. Help the children to identify the blend and the key word at the top of the chart. Have the pupil say the blend bl and then say the word black.

The teacher says the words block and blue, and asks what sounds are alike in both words. The response should be bl.

Ask the pupils to listen carefully as the rest of the words are pronounced.

Have the children add "bl" words to the list.

Repeat other words in groups of three, such as blank, blot, girl, block, blue, pet, and have pupils clap softly when they hear the bl blend at the beginning of the word.

Follow the same procedure with other consonant blends.

Teach blends in groups l, r,s (Help pupils recognize these letters as blenders)

l blends: bl, cl, fl, gl, pl, sl
r blends: br, cr, dr, fr, gr, pr, tr, thr
s blends: sc, sk, sm, sn, sp, st, sw, scr, spr, squ, str

Final blends: nd, nk, nt, st

Beginning Blends:

bl - block, blanket, blouse
cl - clock, clown, clean
fl - fly, flag, flake
gl - glow, glide, glove
pl - plow, play, plane
tr - tray, truck, try
th - three, throw, threw
sc - scarf, scared, scan
sk - skirt, skip
sm - small, smile, smoke

sl - slide, slick, slow

br - bright, brave, bring

cr - cry, crow, crate

dr - drive, dream, dress

fr - friend, freeze, fright

gr - grass, grow, ground

pr - pray, proud, prove

sn - snake, snow, sneeze

sp - spot, spool, spoke

st - stay, store, stand

sw - sweet, sweater

scr - scrap, screen

spr - spring, sprang

squ - squirrel, squeeze

str - string, straight

Ending Blends:

nd - band, land

nk - sink, rank

nt - spent, cent

st - rest, fast

All consonant blend charts should be left intact and used for ready reference.

To increase auditory perception provide an opportunity for pupils to listen to a series of words which begin with a specified blend. For the st, use words such as stand, start, stick, stop and sting.

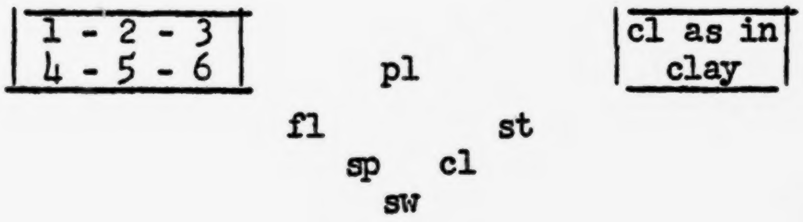
To develop keener visual discrimination, guide the pupils to notice printed words that begin with the same blends. Add these words to the charts.

Related Activities:

1. Make picture and word cards beginning with the different blends. Place them on the chalktray. Have a child select the picture or a printed word, such as "snail," take it to the Consonant Blends Chart, and locate the key word beginning with the "sn". Have the pupil say the word and say it begins like "snow."

2. The pupils may make a Consonant Blend Book, alphabetizing the first and second letter of the blends. Use a page for each blend. Make the key word, and add pictures or words of their own, or both.

3. Make a Blend Wheel by cutting a large circle from tagboard. Fasten a cardboard arrow in the middle of the cardboard. Print various blends around the edge of the wheel. Have a child spin the arrow, and the blend on which the arrow stops, the team member must give a word beginning with the specific blend before the leader counts to ten. Give a point to each member who succeeds.



4. Pronounce words like "chilly," "child," "chair," "chip," etc. Elicit from the children the sound of ch. As the list of blends learned increases children may draw cards on which are printed beginning blends. The pupil who draws the card, gives a word that has that sound. Each child gets a turn.

5. Read each sentence and the boxed word. Change the first letter of the boxed word to a blend. Write the new word on the line to give meaning to the sentence.

    1. I will stay with mother way
    2. I can read and I can spell tell
    3. I eat soup with a spoon moon
    4. Cowboys wear spurs furs

st ar bl ow fl y cl imb pl ay sl eep sp ot

6. Circle the blends in the words at the top of the page. Then read each sentence and the bloxed word. Change the first letter of the boxed word to one of the blends in the word at the top.

    a. I saw a clown town
    b. We stopped at the stop and go light hop
    c. Anne likes to clap her hands tap
    d. Baby likes to play on the floor door
    e. Father has a black coat sack

7. Read each sentence and change the first letter of the underlined word. Change the first letter of the underlined word to a blend. Write the new word on the line to make sense in the sentence

    a. You must look far to see a star.
    b. Will your boat float on the water?
    c. Please keep still so Baby can sleep.
    d. My father will try to make a kite for me.
    e. I went to the sink and got a drink of water.

8. Look at the blend in the box at the beginning of each row. Make a new word by changing the first letter of each word to the blend that is in the box.

sl	mice slice	red sled	ride slide
st	hill still	hand stand	sing sting
fl	my fly	coat float	bag flag
pl	face place	can plan	may play
sp	hear spear	tool spool	made spade
tr	main train	back track	say tray

Digraphs

There are some consonants that you see together quite frequently. It is helpful to learn them. Do not take them apart.

ch - (sounds like the train ch-ch)

sh - (the signal to keep quiet)

wh - (a puff of wind)

th - (tongue is between the teeth)

wr, kn, and gn are combinations that produce the sound of one letter.

wr says r- write, wring

kn says n - knee, knew

gn says n - gnaw, gnat

Say and Write

ch	sh	wh	th
children	with	shall	thanks
think	church	push	skip
when	wash	which	when

Put a circle around ch, sh, wh, and the th words above.

Auditory perception may be developed by pronouncing a list of words with the digraphs, emphasizing listening skills. Explain to the pupils that this sound may be found at the beginning, the middle or the end of a word.

sh	ch	th	wh
shape	chest	than	when
shaft	lunch	mother	wheat
share	porch	tenth	whisk
shave	chime	faith	whisper
rash	march	arithmetic	whimper
fish	torch	north	where
rush	church	month	whale
ship	peach	another	what
bushel	chest	thank	white
shot	bench	those	whether
wash	preach	thump	whittle
mesh	child	thick	
	chick	other	

To develop visual discrimination, group the words into smaller units and list them on the board. Guide the pupils to observe the digraph sounds in the initial, medial and final positions.

Sharp Eyes with WH and Th Words

Underline the right word for the blank space

1. The boys lost________hats
   where their there these this
2. Tom___________his hat was gone

   thought though think while
3. "Your hat is bigger________mine," he said
   then when than this
4. "________is my hat," said Dick
   these when there where

5. Ben's hat was__________
   which white that with

Read the following sentences and have pupils name the words containing the speech consonants, th, wh, sh, and ch:

1. I can teach John to skate
2. Did you shake hands with the president?
3. The chimney is made of red brick
4. When did you go to the show?
5. Can you whistle a tune?

Read the sentence. Find the missing word and print it in the space.

The sail is not white	what whole white
The moth ate the coat	fifth moth both
I threw the stone into the water	threw throw three

Complete each sentence using all the words in the box:

Mary can read while I spell	I spell while
He watched the chicks chase the worm	the worm chase
The farmers sheared the sheep	sheep the sheared
We-watched the huge ship as it sailed	ship huge

Note:

Some children have difficulty blending sounds of words together, because the teacher pronounces consonants with non-existent vowels attached. The pupil who says buh-ake cannot sound the word bake. Avoid pronouncing consonants with any more than the lip and throat movements needed to make that sound. When two consonants come together as tr, bl, fl, cr, etc. the child has learned the sound as blu, fru, tru, and it becomes difficult to sound such words as fruit, flute, and other similar words.

Try to avoid too much oral division, but if the child has trouble seeing the whole word, always attach the beginning consonant with the following vowel sound. An example follows:

ba--ke
ba-ke
bake

Have the pupil begin by making the oral division, putting the consonant and vowel sounds together. Then lead the pupil to repeat the word, bringing the parts closer, and reproducing the sound faster with each sucessive reproduction.

After the child has learned to handle the beginning consonant blends, he is ready to learn the end consonant blends.

The pupil should be guided to discriminate between various ending blends, for example ng and nd. The teacher may read a series of words ending in ng and nd, while the pupils write them in order of the blends.

The matching exercise may be used by attaching the initial consonant or blend to the ending, such as bl-end, tr-end, sp-end, spr-ing, tr-uck, etc.

Complete the following words by writing in the beginning letters. Say the word and listen to the ending sound.

sec ond, ha nd, ba nk, sce nt, su nk, sa nk, te nt, mi st,
ne st, che st, mo st

Materials

Ginn Word Study Chart
Phonics Is Fun - (Book 2) - Modern Curriculum Press
Reading With Phonics - Lippincott
Eye and Ear Fun - Books 3 and 4 - Webster Publishing Company
Phonics We Use - Lyons and Carnahan

Commercial Aids:

Phono Word Wheels
Go Fish
Instructor Basic Phonics
(Blends and Digraphs)
The New Phonetic Word Drill Cards
First Phonics Slide Rule
The Doghouse Game

Short Vowel Sounds

Purpose:

To develop auditory and visual perception of the short vowel sounds to aid pupils in unlocking new words.

There has been a controversy as to whether consonants or vowels should be taught first. If pupils are to begin with whole words, consonants and vowels should be introduced concomitantly.

The reasons for studying consonants first, is because consonant letters usually determine the vowel sound, consonant letters are more meaningful in the perceptual image of a child than a cluster of vowels; (th b ll s b g is more readily identified than e-a-i-o) and there is a greater degree of relationship between consonant sounds and the symbols that represent them.

The short vowels are usually introduced before the long vowels because they occur most frequently in monosyllabic words, are phonetically more consistent, and appear more frequently in words that the pupils meet in initial reading.

The most natural sequence in learning the vowels seem to be learning the short vowel sounds, learning the effect of adding an e to a word or syllable containing a short vowel in the medial position, and learning the sounds of two vowels written together.

Procedure

The short vowel sounds may be introduced, or reviewed for those pupils who are weak in their vowel sound by reproducing the little story below, along with the key words.

Aa	The goat makes this sound - aa-aa	as in at
Ee	The man who can't hear says - Eh? Eh?	as in egg
Ii	Little mousie in a trap says - ih-ih	as in it
Oo	When the nurse looks into your throat she asks you to say this sound - Ah!	on

Have the pupils repeat the sounds, and place the finger on the throat area to feel the sounds in different places.

Write the following words on the board and have the pupils pronounce them:

apple	ten	is	hop	hut
fan	end	tin	stop	fun
pat	elf	big	not	hug
trap	Ted	ship	rob	luck

In each list what was the common vowel? What did each vowel say? (a e i o u)

a e i o u

Put one of these vowels in the space between the consonants. Do not use the same vowel twice.

t a n
t e n
t i n
t o n
t u n

What words did you make? Read them aloud. Which one is not a read word? (tun)

Present the vowel chart, displaying the key words for each short vowel sound.

Have pupils listen as the teacher reads the key words. Show how the short is indicated by placing a breve over the short vowel.

As the teacher points to each vowel, ask individual pupils to provide words for each vowel, and say the vowel sound (not the letter)

Direct attention to words on the chart that have medial vowel sounds. Say them, and have them repeat.

To establish visual perception of the short vowel sound the pupils should be led to discover with the help of the teacher, that if a word (or syllable) has only one vowel and it appears at the beginning or between two consonants, the vowel is usually short.

Syllabication:

A word has as many syllables as it has vowel sounds.
When two consonants occur together in a word, or if the same consonant is doubled, the word is divided between the consonants.

Explain this rule: When consonant blends are introduced, words are not divided between the two consonants making up the blend, but either before or after. Example: tel - e - phone, bash/ful

Practice in listening:

Ask the students to name the vowel as each word is spoken.

beg
set
Dan
set

fad
pad
bet
fed

bit
bad
pat
bid

pet
men
sat
bed

Write on the chalkboard a familiar word which has two consonants occuring together such as "kidnap," and explain how the word is divided.

Give the following list of words to be divided independently

ban/dit
ten/nis
tab/let
at/tic
muf/fin

bas/ket
nut/meg
nap/kin
ad/mit
pic/nic

tin/sel
kid/nap
cat/nip
in/sist
tun/nel

3. A word which has a consonant between two vowels may be divided after the consonant, and then the first vowel is short.

Read the rule, and discuss it with the children. Do not encourage the pupils to remember the rule as it is written, because it is too difficult for younger children to repeat verbatim. Just the idea of dividing the word after the consonant is enough to remember for application.

Write on the chalkboard a familiar word like rob/in, and explain how the word is divided.

Divide the following words into syllables, applying the preceding rule.

vis/it
wag/on
hab/it
sal/ad
lev/el
pol/ish

cab/in
piv/ot
ban/ish
cam/el
ped/al
com/et

Supply the missing vowel and say the name of each word. Make sure it is a real word. Example:

b u s
l - d
c - p
b - g
f - n
s - n

d - m
j - g
p - g
s - x
b - d
t - n

s - n
n - st
j - t
w - ll
c - n
h - n

Write the beginning and ending consonants on the line with the vowel symbols. Say the word and listen to each vowel sound. Be sure to make a real word. Example:

t e n
- e -
- e -
- a -

+ i -
- e -
- e -
- a -

- i -
- u -
- o -

- i -
- u -
- u -

Complete each sentence using all the words in the box

Quack is a fat duck	a fat duck
The big jug is	milk of full
Ned fell and	leg cut his
Jack fed the pigs in	pigpen the in
Let us send a	Ted gift to
Bob will toss his socks	the cat on
The fat cat will	the kill rat
Ben will lend his	Nell pen to

Short Vowel Compound Words

Each compound word is made up of two one-syllable words. Draw a ring around each one syllable word, and say it to yourself.

dustpan
upset
cannot
himself

pigpen
windmill
uphill
handbag

sunset
sandbox
millman
hatbox

Read the sentence. Find the missing word and write it in the space.

John took the pigs out of the pigpen	henhouse dustpan pigpen
Harry will buy____________ a dog	hatbox handbag himself
Hang your hat on the__________	hatrack handbag hatbox
Jack____________find his hat	windmill upset cannot
Jane left her ______ in the bank	sunset sandbox handbag

Y as a Vowel

as a consonant	as a short vowel	as a long vowel
y	y	y
as in yes	as in city	as in cry

Y is used:

Consonany y begins words	Vowel short y "ih"	Vowel long y "I"
yet	tiny	cry
young	candy	why
yellow	funny	my
you	carry	fly

Lead pupils to discover that when words with "y" are only two or three letters long, the "y" is always a Long sound (it says "i")

Like all vowels y can be silent when it is the second in the word or syllable, as in day, say, play, Tuesday, etc.

Rule 1. If y is the only vowel at the end of a one-syllable word, y has the sound of the long i.

Rule 2. If y is at the end of a word of more than one syllable, y has almost the sound of long e.

Read each word. Write it in the correct y column

by
happy
fairy
pony
lily
my
funny
fly
try
sky
fry
puppy
cry
baby
dry
candy

Long i sound	Long e sound (short y)
by	lily
____	____
____	____
____	____
____	____

W as a Vowel

Direct pupils that w is a very unusual letter as y, because it is a consonant and also is a vowel in certain instances.

Display the Word Card "snowman" and say the word as the pupils listen. Explain to the children that they heard the o in the first syllable, but did not hear the W at the end of the syllable. Explain that the w followed the o, and the o was long, and the w was silent, so w is a vowel.

Pronounce the words wade, wash, web, and winter. Have the pupils listen to the beginning, noting that w is representing its consonant sound.

Flash the following words on a card from independent recognition of w, as a vowel: blow, snow, show, mow, row. Call attention to the fact that there are exceptions, such as cow, how, plow, etc.

Rule 1. When w is used at the beginning of a word or syllable, w is a consonant as in wigwag.

Rule 2. When w is at the end of a word or syllable w is a vowel as in grow.

Read each sentence. Draw a ring around the words in which w is a vowel.

1. Use your wagon to tow the truck.
2. The wind blows the vanes of the windmill.
3. We will mow the grass and weeds that grow.
4. The wig and bow tie on the snowman belong to Jim.
5. John went to the window to see the crow fly away.

Activities should be stimulating and variety is significant. Do not work on one activity too long. Utilize devices and games, but use them as tools, and not as a means to an end.

Some suggested games are "Grab," "Take,", Vowel Lotto, Quiet Pal phonetic cards.

When children have been introduced to differences in sounds of the short vowels, extended exercises should be given that will make the child focus attention on the medial sound. For example:

1. The cat sat on the (rig, rag, rug)
2. The pig was asleep in the pig-(pan, pin, pen)

Still later practice in context reading should make the children focus on the total word. Multiple choice sentences should be constructed that include initial and medial letter differences. For example:

1. The bear was fast asleep in the (hut,log,beg)
2. The old man was in his (bag,hat,hut)
3. Baby Bear was in the last (bed,led,bad)

Suggested Material:

1. Building Reading Skills Series, McCormick and Mathers.
2. Developmental Reading Text - Workbooks, Bobbs-Merrill Co.,Inc.
3. The MacMillan Spectrum (Word Analysis, Vocabulary Development, Reading Comprehension) The MacMillan Co.
4. Working with Sounds, Barnell, Loft.

Commercial Aids

1. Phonic Rummy
2. Phonetic Drill Cards
3. Ideal Vowel Picture Cards
4. Ideal Vowel Word Cards
5. Vowel Lotto
6. Quiet Pal Game
7. End in "e" Game
8. Phonovisual Skill Builders

References

1. Whipple, Gertrude, "Changing Concepts of Reading Instruction, "International Reading Association Conference Proceedings, Vol.6, pp. 29-32, New York Scholastic Magazine, 1961
2. Smith, Henry P. and Dechant, Emerald, Psychology in Teaching Reading, Englewood Cliffs, New Jersey. Prentice-Hall Inc.,1961

Long Vowel Sounds

Vowels are "tricky" and they can in-crease reading problems. There should be emphasis placed on teaching vowels, but do not make rule learning a burden. Lead the pupil to recognize and remember the part of the rules which he can apply for word recognition. Providing prompt experience of the rules to reinforce retention should be the basic principle.

Directing attention to exceptions of rules, will encourage the child to try context clues.

Purpose:

To develop auditory and visual recognition of the long vowel sounds.

Procedure:

Present all of the letters of the alphabet to the pupils, having them name all the ones they have met (underline these). Circle all the letters that have not been named (a,e,i,o,u) and introduce the word vowel. Tell them that sometimes y acts as a vowel also.

Say each vowel sound, and have pupils repeat. Emphasize the fact that these vowels are easy to hear, because they say their name. Show how the long sound is indicated by placing the macron over each vowel.

Say a word, and have pupils listen for the vowel sound take. Have the child point to the letter a and say cake, with emphasis on the a.

Be ready to display a long vowel chart and discuss the key words. Phonic Picture Cards are also quite useful.

From the Phonics Picture Cards, present the card for apron. Ask the pupils to identify the long a from the picture clue. Have individual pupils say apron. Ask for the first sound that is heard in the word. Ask the pupils to repronounce "a" and repeat the sound. Repeat this exercise using such words as gate, pail, rake, etc.

Check individual pupils for the correct sound of long a.

Develop the sound of the long a by means of a series of rhyming words. Put key words on the board, and let individual pupils give rhyming words for each key word (pupils give words, spell them and write them).

ate	gave	make	may
late	save	rake	gay
Kate	pave	sake	hay
state	rave	take	say
mate	cave	bake	lay

Direct pupils' attention to the word ate, and have them tell the number of vowels seen. Explain that the alphabet name for a is the long sound. Then ask what is the second vowel? Which vowel is silent or not heard? Guide the children to discover and help them formulate the Long Vowel Rule, and show how it applies to ate.

Long Vowel Rule I: If a little word has two vowels, the first vowel is usually long, and the second vowel is silent. (name, may)

Call attention to y words. When y is added to the vowel a at the end of a one-part word the Long Vowel Rule I holds since y is a vowel in these words. We do not hear the y. It is silent.

stay
pay
pay
clay
pray
fray
tray
may

This procedure may be used in introducing all the long vowel sounds.

Related Activities

1. Put the following groups of words on the board and have pupils pronounce and contrast each pair of words telling why the a is long.

man - mane
fat - fate
tam - team
pan - pane
sam - same

How many vowels do you see?
What does the first vowel say?
What does the second vowel say?

2. Pronounce the following words, and ask the pupils to identify the long a sound. The long a sound is indicated with "thumbs up"
box, fed, made, bake, laid, dig, cake, bug, wake, ten.

To reinforce auditory discrimination, dictate the following sentences:

a. The mail may be late.
b. I waited all day for the rain to go away.
c. I will bake a birthday cake.

These exercises may be used to introduce or review for those pupils who are weak in vowel discrimination.

As you introduce the vowels, or after they have been presented to the pupils, the following activities will be helpful:

1. Divide the class into two teams, and say a word that has one of the long vowel sounds in it. The pupil comes up and selects a vowel card that has been placed on the chalktray by the teacher. The pupil repeats the word that has been pronounced by the teacher, selects the right vowel card from the tray and reproduces the vowel sound. Use words that have one vowel sound.

Teacher | sold | | O-sold |

| a | | e | | i | | o | | u |

2. Riddles: "I am thinking of a dessert that has the long a as in late (cake)" "I'm thinking of something that files that has the long a as in rake (plane)" "I'm thinking of an animal whose name has the long a sound as in pane (ape)"

For auditory and visual discrimination play the "Thumbs Up, Thumbs Down" game by pronouncing a series of words having varying long vowel sounds. When a long a word is heard, the pupils write the word under the Thumps Up column. If it is a word that does not have the long a sound, the pupils write the word under the Thumbs Down Column.

Thumbs Up	Thumbs Down
gave	that
made	men
game	best
place	give

3. A technique that is used to develop transfer of vowel concepts to spelling is as follows:
Repeat a word which contains one of the long vowel sounds, and have the pupils listen carefully to hear the sound of each letter. Take the word "hide"

Hide - Do you hear the h? (yes) h
Hide - Do you hear the i? (yes) i
Which i? (long)

Hide - Do you hear the d? (yes) d
Hide - Do you hear the e? (no)

hīd
What makes the i long? (the e) e
hide

Applying Vowel Principles

1. If a word (or accented syllable) ends in e, the vowel coming before it is usually long, and the e is silent (dive, hope)

2. If a word (or accented syllable) has two vowels together the first is generally long and the second is silent (applies only to ai, ay, ea, ee, ey, oa -- tail, each)

3. If a word or accented syllable ends in a vowel, the vowel is generally long. (he, hello)
Some exceptions:

Vowel Rule 1. again, great (ā), said (ĕ), rein (ā), field (ē),
niece (ē), and freight (ā), bread (ĕ), head (ĕ),

Vowel Rule 3. have (ă), welcome (ĕ), give (ĭ)

Long Vowel Exercises:

long i	hite hide	cry cries	fire fight	tied dime
long a	made bake	rain page	lake stay	skate race
long e	feed meat	read feet	these please	seed lead
long o	told pole	cold chose	toe robe	mole roast
long u	blue huge	rude mule	truth fruit	tulip use

Realizing that vowel sounds vary with their positions in words, it is important to create an awareness of these special sounds on the part of the children.

Some vowels are indicated in the dictionaries by the schwa (ə) which stands for the sound of an unstressed syllable where the vowel does not have a distinct sound. The following sounds may be given the schwa sound: parade, capital, because, etc.

Suggested Materials

Phonics is Fun - Book 2

Phonics Guide to Basic Reading (Walcutt-McCracken)

Phonics Books I and II, Harlow Publishing Company

Reading Skill Builders (McCormick and Mathers)

Sounds We Use - Wilcox and Follett

Commercial Aids

Vowel Lotto

Phonic Rummy

See and Say Vowel Game

Find Us By Sounds Game

Word Bingo

Ideal Vowel Picture Cards and Word Cards

Grab

Take

Visual Aids

Jsm Handy Vowel Filmstrips

Audio-Visual Aids

Let's Listen Phonic Reacord (Ginn and Company)

References:

Cole, Luella, The Improvement of Reading With Special Reference to Remedial Instruction, New York. Holt, Rhinehart and Winston, Inc., 1938 Fernald, G.M. - Remedial Techniques in Basic School Subjects, New York, McGraw Hill Book Co., Inc., 1943

Letter Teams (Diphthongs)

Diphthongs are vowel combinations that have a single sound. The sound is distinct from that represented by either of the single letters. The most common combinations are ei, ey, ie, oi, oy, oa, ou, au, aw, ew, and ui.

Purpose:

To develop the ability of the pupils to discriminate between letter teams that look alike but sound different, (ow - ow, ou - ou, oo - oo)

Procedure:

Construct a large word study chart that presents all the diphthongs, with pictures and key words, or make small charts from 9"x12" tagboard, displaying two comparative diphthongs (ow, as in crow, ow as in cow) to establish the fact that these vowel teams look alike, but sound different.

Example:

Letter Teams

Look Alike

snow	ow - ow	how
blouse	ou - ou	country
brook	oo - oo	soon

Sound Alike

auto	au - aw	saw
mouse	ou - ow	owl
boy	oy - oi	oil

Place in the pocket chart the key words auto and saw. Direct the pupils to tell in what way the words are alike. Reproduce the sound of other words that are like the key words auto and saw. Hold the words up side by side, and ask the pupils what letters in the two words have similar sounds. The purpose is to recognize the auditory similarity of the au and aw.

Deal out four cards to each pupil, face down with au and aw words written on each card. Ask the pupils to turn the cards up, one at a time, pronounce the word, say the key word, and place the word card under the proper key word in the pocket chart. Follow the same procedure with mouse and owl, and oi and oy.

Emphasize the fact that oy is usually at the end of a word, or syllable, and oi is in the middle. In our language system we don't end a word in an "i," so we write it boy instead of boi.

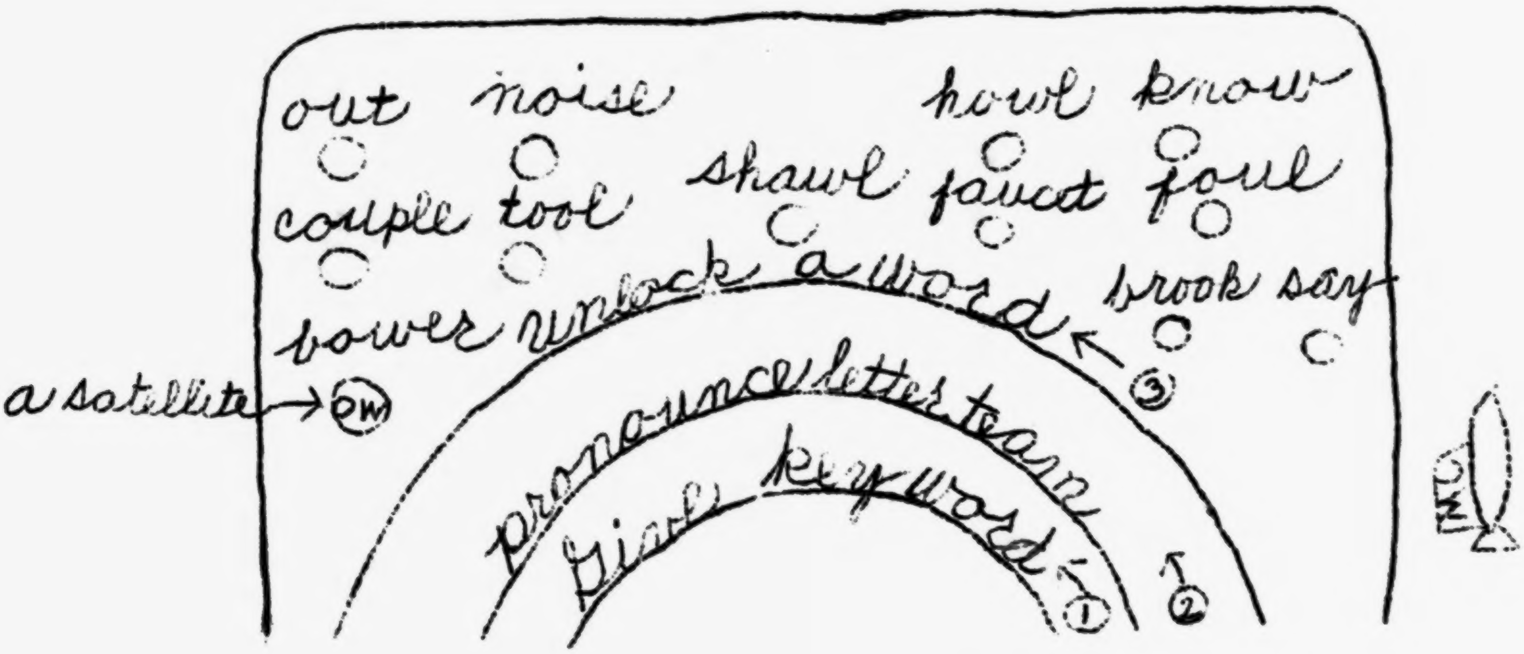
Have each child print the following letter teams on separate cards,

|au - aw,|ou - ow,|oy - oi.| Have them hold up the correct card when a word is pronounced that contains the sounds on their cards. Check the raised cards. To increase visual discrimination, have pupils make as many words as they can

listing the words under the proper key words.

auto	saw	house	owl	oil	boy
cause	straw	cloud	bow	foil	Roy
August	draw	bounce	crowd	join	toy
because	slaw	cloud	cow	coin	loyal
pause	crawl	out	drown	moist	destroy
caught	dawn	about	growl	point	enjoy
taught	lawful	count	clown	noise	boyish
fault	shawl	scout	nightgown	joint	convoy

To reinforce visual perception, make six rocket cards with the letter teams au, aw, ou, ow, oy, oi. Draw on the board, or on chart paper the chart below. Give the key word. Pronounce the letter team. Unlock a word. If the pupil does all three successfully, he reaches outer space and his rocket becomes a satellite. He gets a chance to wrote his letter teams in one of the circles.


out
noise
howl
know
couple
tool
shawl
faucet
foul
bower
unlock a word
brook
say
a satellite
ow
③
pronounce letter team
Give key word
①
②

You may follow the same procedure with the ow - ow, ou - ou, and oo - oo letter teams. Oo can be prnounded as ū in (bloom), as u in (cook), as ō in (door) and as ū in (blood). The latter are infrequent, so they may be taught as exceptions.

The pupils have already learned the long o sound of ow, so now he should learn the ow sound as in cow.

Ou has numerous pronunciations as ou in blouse, as long o in course, as short u in touch, and as o in cough. He should learn the pronunciation of such common words as house, country, your, and cough.

Related Activities

1. Read the following sentences silently, then read them orally and name the words containing the diphthongs ow and ou.

   a. The clown went into the house.
   b. Count the cows under the tree.
   c. The cowboy shouted to the people
   d. The lion howled at the sound of music

In the first column write all the ow words that have the long o sound. In the second column, write the words which have the ow sound as in cow.

how
now
town
throw
flower
grow

grow
slow
crow
shower
fellow
how

growl
bowl
clown
rainbow
snowman

____________ ____________
____________ ____________
____________ ____________
____________ ____________
____________ ____________

Read each sentence. Find the missing word and write it in the space.

1. We heard the ____________ clap of thunder | shout
loud
mouth

2. The dog ______________ at the man | growled
grow
towel

3. I ______________ a penny in the street | flour
found
hound

4. The _____________ has a funny face | cloud
clown
crown

The following exercise may be usedto discriminate the oi and oy in spelling, and the previous drill exercises become functional.

Present the following exercise to the children by asking:

If o - i is oi, how would you spell oil?

If o - y is oy, how would you spell boy?

If o - i - l i oil, how would you spell soil? foil? broil?

If b - o - y is boy, how would you spell joy?

Spelling Lesson

moist
enjoy
noise
spoil
coil
toy
joyful
joint

Sentence Dictation

1. Roy gave the boy a toy.

2. Did you enjoy the joyful noise?

3. The soiled shirt was spoiled with oil.

Review of the Diphthongs

Write the following exercise on the board, and have pupils form words by supplying oy or ew in the first column. In the second and third columns have them form words by supplying oi, ou, or ow.

Oy Ew	Oi Ou	Ow
b - -	c - - n	d - - n
t - -	sh - - t	r - - nd
d - -	c - -	sp - - l
r - -	cl - - n	s - - nd
f - -	l - - n	p - - nt

The Murmur Diphthongs (er, ir, ur, ar, or)

The consonant sometimes influence the sound of the vowel. The letter r, when following a single vowel, changes the sound of the vowel. The vowel is neither long nor short. In words which end in e the vowel is usually long (sore, desire, etc.)

With the triplets er, ir, ur, one cannot tell by the ears (the sound of the word) which it is. One can only tell the difference by the eyes.

Purpose:

To introduce the concept that the letter r usually affects the vowel sound that precedes it.

Procedure:

Help the pupils to recall Vowel Rule 2 relating to short vowel sound.

Write a list of short vowel words, and insert the letter r to note the influence of the r.

Short Vowel Sounds

pat	a	part
them	e	therm
bid	i	bird
pot	o	port
bun	u	burn

Pronounce the new words and note that the vowel sounds have been changed by the r.

Write the word dollar on the board, divide it into syllables, and note the influence of the r on the a. (dollar). Discuss the similarity of sound of ar - or - er, and call attention to the diacritical marking in the dictionary, and write it on the board.

Write the following pronunciation key on the board.

ar - - - - arm

ar - - - - care (followed by the silent e)

er - - - - maker

or - - - - orb

ur - - - - turn

Related Activities:

Flash the following words on a flash card and ask the pupils to identify the diphthong and say the word:

stammer
thirst
part
park
nurse
whirl
worm
torn
better
church
burn
skirt

Sentences to Dictate

1. We eat corn and pork with a fork.

2. Hark! I hear Carl playing his harp.

3. To took a dare to stare at Clare.

4. The leather purse is better that any other.

5. The doctor picked pepper in the storm this morning.

Write a word that will complete each rhyme

1. See the green fern
Beyond the next________ |turn | burn turn harm pose

2. Sue will use her nose
to smell this_____ |___| close rose fir

3. I will pet the kitten sir,
just to hear him_______ |___| purr her

Suggested Materials

Your Child Can Learn to Read, Kentworthy
Eye and Ear Fun, Webster Publishing Company
A First Course in Phonics, Educators Publishing Service
Phonics We Use, Lyons and Carnahan
Reading with Phonics, J. B. Lippincott Company
Introduction to Diphthongs, Anna Gillingham

References

Hay, Julie and Wingo, Charles, Reading with Phonics, Chicago, J.B. Lippincott Co., 1954
Bond, Guy L., and Tinker, Miles A., Reading Difficulties; Their Diagnosis and Correction, New York: Appleton - Century - Crofts, Inc., 1957
Bond, G. L. and Wagner, E.B., Teaching the Child to Read, Revised Edition, New York. MacMillan Co., 1960

Prefixes

A prefix is a syllable which is added to the beginning of a root word. Being able to break a word into its root, prefix and suffix is a valuable skill in developing meaning for a word. This however is not enough. The pupils must know the meaning of the prefix and suffix. The teacher should make clear to the pupils that the prefix changes the meaning of the word.

Purpose:

To develop the ability of the pupils to recognize prefixes, to know their meaning and significance in changing word meaning.

Procedure:

Present the following chart to pupils, discussing the meaning of each prefix, and how they affect root words.

Prefix	Meaning	Example
un	opposite not	untie unkind
dis	opposite	disagree
re	back again	regain recall
ex	from	expert
pre	before	preview
in	in not	inlaid incorrect
im	in not	impress impolite
en	in into make	enclose enforce encourage

Write on the chalkboard the following sentence and have it read:

The sick lady was not able to walk. Have a pupil re-read the sentence, substituting a prefix that means not able.

Write paired sentences, have pupils dramatize the sentence.

John tied his tie. John untied his tie.

Help the pupils discover that the prefix un means not and opposite.

Present the chart, read the directions. Uncover one line at a time, and ask pupils to find the root word and take off the prefix.

Develop the remainder of the chart by having children add more words using prefixes, and give their meaning.

Related Activities

Pronounce the following sets of words, and ask pupils to supply one word that means the same as each set of two words by adding the prefix un, dis or re to the beginning of one word in each set:

spell again (respell)
pack again (repack)
not clean (unclean)
not obedient (disobedient)
not safe (unsafe)

read again (reread)
run again (rerun)
not happy (unhappy)
not pleased (displeased)
not afraid (unafraid)

Write the following sentences on the board. Ask individual children to read each sentence and add the correct prefix.

1. Please ______read the book.
2. My mother_____likes vegetables.
3. I will ______place the broken cup.

4. Do not _____tie the rope.

5. Many_____trusted the stranger.
6. I am_____pleased with your conduct.
7. You must___check your room.
8. I will ____lock the door.

Read each sentence. Find the missing prefix and write it in the space.

1. We will _____read the story today.
2. Do you ______like going to school?
3. John is _____like his twin.
4. The teacher will _____miss the class.
5. Please__wrap the package that you__wrapped.

re
un
un
dis
un
dis
dis
re
un
re

Underline the root word of each of the following words:

disappear
dislike
discuss

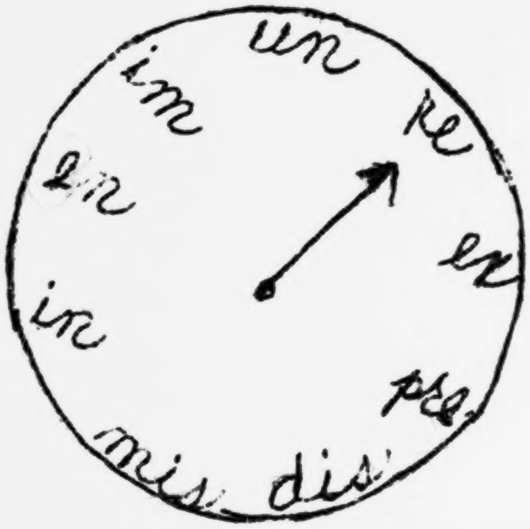
display
disappoint
dismiss

disorder
disagree
disgrace

Read each sentence. Find the missing word and write it in the space at the right:

Now you can see the clouds Now you don't You say they ______	disappear disturb distract	disappear
When you do not like a thing, you can say that you _____ it	disturb dislike display	dislike
When we talk over plans for a vacation. We _____ our plans.	distrust displace discuss	discuss
Judy and Jill do not agree on the page for the lesson. We say they ___	disappear discuss disagree	disagree

For variety and motivation make the following prefix wheel. On it, print the nine prefixes that are on the chart. Have two teams. Give each team prefix word cards and let them take turns spinning the pointer alternately. If the child holding the word with the indicated prefix pronounces it and uses it in the sentence correctly, he gains a point.



regain

Pupils may be asked to add a prefix to a word to make it convey the meaning of a given definition, as:

Prefixes:

in - into, not
ex - out of, from
mis - wrong
un - not, opposite

______port - to send out of port
______lead - to do wrong
______kind - the opposite of
______complete - not (finished)

Suggested Material

Ginn Word Study Chart
EDL Tach X - Tachistoscope and discs

Prefixes and Their Meanings

Underline the prefix and write the meaning of each word below:

1. unhappy
2. repay
3. unlike
4. recall
5. untrue
6. repaint

Words with Prefixes

Use the correct word in each sentence below. The words must have the prefix re or un.

1. John is ________ because his dog is sick.
2. I can never ________ you for saving my life.
3. The accident was ______ the report that was written in the newspaper.
4. I can't ________ how the stranger looked.
5. The boys gave an ________ picture of the strange animal.
6. My father will ________ the car.

A First Course in Phonics

Happy Time With Sound Series, Allyn and Bacon, Inc., Chicago
Instructor Basic Phonics Series, F.A. Owen Publishing Company
Conquests in Reading, Webster Publishing Company
My Word Study Book, Educational Service, Inc.
Phono-Word Wheels, Steck Company

References

Smith, Nila Banton, Reading Instruction

For Today's Children, Prentice Hall, Englewood Cliffs, New Jersey, 1963

Recognition of Suffixes

Purpose:

To develop the ability to recognize suffixes, and show how they affect word meaning.

Procedure:

Suffixes should be introduced when children encounter an experience with a word containing a suffix. It should be done through generalization from a known sight word containing the suffix.

If the pupils encounter words like walking, joyful, etc. write the root word opposite each word and discuss. Ask the pupils to make sentences from the root word, and then use the word with the suffix in the sentence, and note the difference in the meaning of the sentence.

Write on the chalkboard the following sentences, and have them read.

1. The child was left without a home.
2. We saw an animal without a head.

Ask the pupils to think of one word which could be used in each sentence in the place of "without."

Help the children discover that the suffix "less" means without.

Present the chart as follows:

less - without
ly - in a way
y - like a
full of

ness - state of being
ful - full of
en - to make
made of

thoughtless man - without thought
skipped happily - in a happy way
noisy - full of noise
sunny - like the sun
sadness 0 state of being sad
joyful - full of joy
widen - to make wide
wooden - made of wood

Emphasize the fact that a suffix is added to a root word, and changes its meaning. Proceed with one suffix at a time, discussing the meaning of each suffix and have the pupil make sentences, using the word to show its meaning.

To provide extended practice in using suffixes write a list of root words on the board, and have pupils add the suffixes, and use the words in sentences.

It is also good at this point to determine if the pupils are able to discriminate between prefixes and suffixes.

You might list a column of words, and a column of prefixes and suffixes, and have the children attach the prefixes and suffixes and use them in sentences. Tell the children that some words can have both prefixes and suffixes.

1. harm_____
2. care_____
3. rest_____
4.

5. _____ obey
6. _____ read
7. _____ paid
8. _____ pleased

9.____direct____
10.____thought____
11.____health____
12.____rest____

Related Activities:

Write the following sentences: ask the children to underline the suffixes ful or less, and explain the meaning of each sentence.

Underline the root word of each of the following words. Draw a double line under each suffix.

tearful
tearless

careless
careful

thoughtless
thoughtful

restful
restless

Read the following. Underline the word in the column at the right that gives the best description.

1.	The children played football in the street.	careful careless
2.	Daddy brought mother a dozen roses on her birthday	thoughtful thoughtless
3.	We were happy to find shade after the long hot hike up the mountside.	restless restful
4.	Mary's eyes were wet as her teacher scolded her for tardiness	tearful tearless

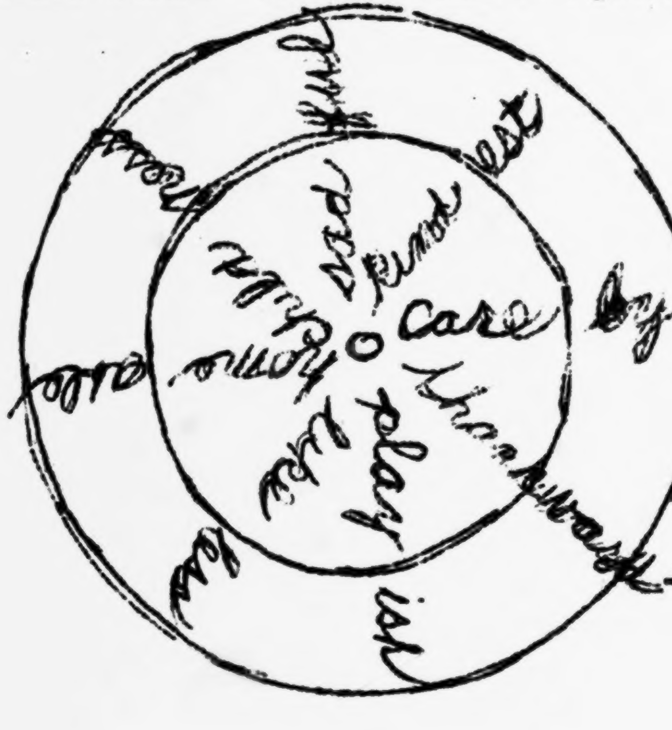
Add ness or ly to the root word given, and write the new word in the space to complete each sentence.

1.	Mary was neatly dressed.	neat
2.	The children skipped happily along as they talked among themselves.	happy
3.	Darkness overcame us before we reached camp. -	dark
4.	Sadness came over Judy's face when she learned about the illness of her mother.	sad
5.	It was very peaceful in the library.	peace
6.	Susie was wearing a woolen dress.	wool

With older children, it may be helpful to point out that suffixes may change adjectives to verbs, as (sweet-sweeten), verb to a noun, as refer-referral and from adjective to a noun, as in safe-safety.

It is necessary to keep pupils stimulated as learning takes place. Game fun involving related practice in the special skills should be used frequently. One such game is as follows:

Prepare on tagboard a double wheel with a fastener in the center to permit rotation. Print the suffixes on the outer wheel. On the inner wheel, print the root words. Have each child select one root word from the inner wheel. Have him form and pronounce as many new words as he can.



Endings

Introduction of inflectional endings should be made informally as the children meet these words.

The first of these endings would probably be the "s" which is added to a word to form the plural.

A real life situation should be used to develop this concept, such as showing one object, and then two objects, to develop generalization. The youngsters immediately generalize that "two" means more than one and we use the s at the end of the word.

The same procedure may be used when introducing "ing". Have a child walk, jump or talk, and write the sentence on the board while the act is being performed. Example:

Mary is jumping.

To introduce the ed ending, write the sentence after the act is performed.

What did Mary do?
Mary jumped

After the principles have been developed, the children may make sentences of their own orally.

After the word building experience the children might read sentences containing the new words, using a multiple choice situation.

helped
1. John helping his father cut the grass.
helps

playing
plays playing
2. The puppy is plays with the ball.

eats
3. Susie ate fruit for breakfast this morning.
eating

To introduce the er and est endings, flash the words late, later, and latest. Have the pupils listen very carefully to the end of each word. Ask what sounds they heard, and write them on the board. (er, est)

Illustrate the Comparative Concept by using objects of varying size, such as a tennis ball, a soft ball, and a basket ball.

Develop the word large.

Show these objects and have the pupils compare their size, starting with the tennis ball.

large larger largest

Have these words used in sentences.

Develop the rule for doubling the final consonant and the rule for dropping the final "e" when adding a suffix.

Review the rule for adding a suffix to a root word. Add er and est to each of the following words:

fast	faster	fastest
small	smaller	smallest
cool	cooler	coolest
fat	fatter	fattest
late	later	latest
happy	happier	happiest
funny	funnier	funniest
heavy	heavier	heaviest
short	shorter	shortest

Add er or est to the given word, and write the new word in the space to complete each sentence.

1. An ocean is wider than a river — wide
2. Anne's dress is prettier than Jill's — pretty
3. My stone is teh largest of the three — large
4. My brother is the tallest person in our family — tall
5. I can run faster than you — fast
6. Our room is the quietest room of all — quiet
7. The cardinal is the prettiest of all birds — pretty

Suggested Material

Building Reading Skills, (Jet Plane and Rocket Books)
Phonics is Fun - Book 2
Phonics We Use, Books B and C
Working with Sounds, Book C and D

Commercial Aids

Instructor Suffix Cards
Flash X Suffix Disc
Webster Word Wheel
Prefix and Suffix Card (Kentworthy)

References:

Hildreth, Gertrude, Teaching Reading

McKee, Paul, The Teaching of Reading in the Elementary School

Syllabication

Much learning in word attack can be simplified if pupils are able to apply principles of syllabication. If the reader does not know how to use this and previously mentioned techniques for word attack, his oral and silent reading is slowed down, and interferes with good comprehension.

In teaching syllabication, the teacher must first work on auditory perception (ear training).

1. Help the students to hear that each syllable has a vowel sound. Begin with monosyllabic words,then use words of several syllables.

2. Help the students hear the number of syllables by sounding each syllable distinctly, but not over emphasizing. It is better to begin with words containing double consonants, as pretty, letter, kitten, etc.

3. In polysyllabic words, teach pupils that one syllable, called the accented syllable, gets more emphasis. Ask: "Which syllable is stressed in the word market?"

4. Help the student understand that in polysyllabic words the vowels in unaccented syllables usually have the schwa (ə) sound as in carrot, about, direct, etc.
   The schwa is a symbol which represents the absence of stress in a vowel. Any vowel having this weak sound, sounds like uh, but is said more quickly. Wprds with the schwa sound seem to cause trouble in spelling, since all unaccented vowels have the same wound.

5. Next comes the associative technique of ear-eye training. After developing effective auditory acuity pupils should learn to apply principles and be able to recognize syllabic parts of words visually according to the three main rules for dividing words into syllables.

Rule 1. If two consonants come between two vowels, the word is divided between the consonants.

Rule 2. If there is one consonant between two vowels, the word is divided between the first vowel and the consonant.

Rule 3. If a word ends in le the consonant that precedes the le usually begins the next syllable.

To develop understanding of these principles examples should be shown and discussed as the rules are taught. Some examples are as follows:

Rule 1	Rule 2	Rule 3
muddy	over	cable
clapping	labor	sample
comfort	holy	thimble
justice	police	ladle

Syllabication rule 1 is referred to as the (VC:CV) concept, rule two is the (VCV) concept, and rule three is the (Consonant plue le).

The pupils must also learn that a syllable may contain more than one vowel. At times a vowel itself constitutes a syllable, as in a-bout, o-pen, etc.

Pupils must also learn that a syllable may contain more than one vowel. In this case, the two vowels are usually pronounced as one, the first one is usually long and the second one is silent (paid). You must point out exceptions.

There are two kinds of syllables, open syllables and closed syllables. A closed syllable is one that ends with a consonant, as (bad-ly). The vowel in a closed syllable is usually short. There are some exceptions.

Pupils should learn that certain consonants are not pronounced. Some examples follow:

Silent b after m	(lamb)
Silent b before all Consonants except l b r	(debt)
Silent c	(indict)
Silent ch	(yacht)
Silent c after s	(science)
Silent d	(adjust)
Silent d before g	(gadget)
Silent g before n	(sign)
Silent gh	(sleigh)
Silent h	(hour)
Silent k before n	(knot)
Silent l	(psalm)
Silent n after m	(column)
Silent p	(Receipt)
Silent s	(island)
Silent t	(whistle)
Silent th	(isthmus)
Silent w	(wright)

Procedure:

Make a list of words on the chalkboard, beginning with the double consonant words first. Have pupils listen for vowel sounds and word parts to develop adequate auditory perception for vowels and syllables.

After a reasonable amount of auditory drill, introduce a list of words, and direct pupils to say them softly, and decide how many parts, or pronunciation units are in the word. Indicate the division, and help pupils notice the division occuring between two consonants, and explain that the syllable is closed, because it ends with a consonant, and the vowel is usually short.

On a separate chart make a list of words introducing the CVC (consonant-vowel-consonant). Pronounce the words and ask pupils where they think the first syllable would end. Help pupils discover that the division occurs before the consonant. Explain that the first syllable is open, because it ends with a vowel, and the vowel sound is usually long.

Follow the same procedure with the consonant and le ending.
Present the chart and read the rules, showing pupils how they apply in each situation.

Related Activities:

Prepare a list of words with two and three syllables. Pronounce the words distinctly and at normal rate. Have pupils listen for syllables, and indicate by holding up the number of fingers that correspond to the number of syllables.

Use the same list of words, and ask pupils to observe where the syllable ends, and name the vowel in each syllable.

On a tag board print the headings Closed Syllable and Open Syllable. Place these in the chart holder. Distribute words to pupils with first syllables. Place second syllable in pocket chart. Ask pupils to identify the syllables as open or closed, and identify the vowel sound.

Divide the words into syllables:

	First Syllable	Second Syllable
1. Conduct	con	duct
2. Mustang	______	____
3. Offend	______	____
4. Bandit	______	____
5. Picnic	______	____

Commercial Aids:

1. Syllabascope Materials, Wordcrafters Guide
2. Syllable Concept, Anna Gillingham
3. Suggested Procedures for Teaching Syllabication for Pronunciation
4. Open and Closed Syllables, O'Connor Reading Clinic Publishing Company, Inc.

References:

DeBoer, and Dallmann, The Teaching of Reading
Dolch, E.W., A Manual For Remedial Reading
Harris, Albert J., How to Increase Reading Ability

Synonyms, Anonyms, Homonyms

Pupils gain much benefit from exercises with the synonyms. Initially, the exercise should be oral. The teacher might ask what word means the same as small? The teacher should use simple words as running, cried, happy, etc.

The exercise is more meaningful if the pupil uses the word in a sentence, and then substitutes a word in its place that has the same meaning.

Matching of words with definitions is another exercise that will prove useful.

1. These are articles worn on the feet.
2. This is eaten by mough for nourishment.
3. This is an item we use to gain knowledge.
4. We drink this when we are thirsty.
5. This is a place of worship.

Choices
church
water
food
book.
shoes

Antonyms are words opposite in meaning to certain other words. The pupils may best learn meaning of words by contrasting them with their opposites. Pupils might be asked to select antonyms for a given word from a list of four or five words.
Such examples may be similar to the following:

1. My brother Tom is healthy, but Tommy is ________.
2. My father is tall, but my mother is __________.
3. Sugar is sweet and vinegar is __________.
4. If the statement isn't true, it must be _________.
5. We cannot stay for dinner, we must __________.

Some phrases are so overworked that they sometimes lose much of their meaning. The exercise that follows help pupils to be more discriminative in their choice of words.

Write the sentences below, substituting a more descriptive word for the underlined word in each sentence.

1. The musical was good.
2. We had a fine time at the party.
3. The parade was terrible.
4. The exhibit was interesting.
5. The music was dull.

Homonyms are words that sound alike but have different spellings and meanings. Quite often, they cause recognition and meaning difficulties.

An effective way of illustrating their difference in the early grade, is to use them in meaningful context.

1. It is eight o'clock.
2. We ate early today.

Some common homonyms are as follows:

tail - tale
here - hear
there - their
new - knew
blue - blew
night - knight
buy - by
bear - bare
beat - beet
mail - male
sew - so

piece - peace
sea - see
whole - hole
our - hour
week - weak
no - know
dear - deer
course - coarse
through- threw
to - too - two
steak - stake

Commercial Aids:

1. "The Right Word in the Right Place" (synonyms, antonyms, homonyms, - 39 frames) McGraw-Hill Text Film Dept.

References:

1. Dechant, Emerald V., Improving The Teaching of Reading, Prentice Hall, Inc., Englewood Cliffs, New Jersey.

COMPREHENSION

A good reader should be versatile in word attack. A child develops and maintains confidence in reading when he acquires an adequate fund of sight words, applies general rules of word recognition in context situations, and has a resource of techniques to apply when he meets unfamiliar words.

Comprehension of ideas is the goal. Skills should never be an end in themselves; they should contribute to a larger goal.

Sounding and rule learning should not be a subject that is taught, but should be used as tools to interpret and comprehend printed symbols.

Complete meaning is not conveyed by a single word. The good reader learns to interpret words in a contextual setting. He begins by comprehending words as part of sentences, sentences as parts of paragraphs, and paragraphs as parts of stories.

To develop comprehension and interpretation skills and abilities the teacher should consider the following steps:

1. An interest background should be developed for thoughtful reading. Too frequently students begin reading without really being ready.

2. Important words should be introduced for vocabulary understanding. Not only should the pupils be able to recognize words that they will meet in the story, but should know the meaning.

3. Pupils read with better understanding when they are looking for answers to significant questions. First reading of any material should be done silently. Emphasis should be on comprehension.

4. Follow-up questions should include various kinds of comprehension skills, as looking for the main idea, critical thinking, understanding sequence, etc.

Thought-Development Questions promote the following comprehension skills:

1. Understanding main ideas
2. Understanding details
3. Understanding sequence
4. Inferential thinking

Nothing contributes so much to the improvement of reading as does good vocabulary training. This training should include learning more about words already known, and learning new and unfamiliar words.

Since there are many times each day when students and teachers need to read aloud, the following practices should contribute to superior oral reading.

1. Make certain that pupils are reading at their Instructional or Free Reading Levels. If for any reason a student is reading in frustrating material, avoid having him read orally.

2. Make certain that students read silently any material before it is read aloud. This assures greater comprehension and makes it possible for the student to share ideas when he reads aloud, rather than just say the words.

3. When directing a reading lesson in any book the reading should have a purpose. Encourage students to listen to oral reading rather than to follow it in the book. The reason for oral reading should set the reason for listening. Ask students to read in different ways, e.g., sentences with color and spirit. Contrast dull word-by-word reading with the best oral reading. Read sentences both ways.

   Allow students to prepare radio scripts by recording a play or committee report.